

**THE TEACHING TECHNIQUES IN SPEAKING CLASS AT  
USAHA PERJALANAN WISATA DEPARTMENT OF SMK N 6  
SURAKARTA IN THE ACADEMIC YEAR OF 2016/2017**

**(A Descriptive Study of The Second Grade)**

**THESIS**

Submitted as A Partial Requirements for the Undergraduated Degree in  
English Education



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## **DEDICATION**

This Thesis is dedicated to:

1. My beloved Parents (Hardo Mulyono and Harmanti) who always love and pray for my best
2. My beloved Brother and his wife (Emut Setiyoko and Wiwik Daryati) that always support me
3. My Beloved friends ; Tante Dyah Ayu Emidayanti, Fahti Bashiroh, Endang Yekti Utami, Evi Ratnasari, Erna Susanti and the big family of Thecis class who alys help and support me to do this thesis

## **MOTTO**

So, verily, with every difficulty, there is relief. Verily, with every difficulty there  
is relief.

(QS. Al Insyiroh: 5-6)

Work hard is our way to search our happiness

(The researcher)

### **CERTIFICATE OF ORIGINALITY**

This is to certify that:

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Study Program : English Education Department

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I decelerate that the *Thesis* above is my own original work and written by myself carried out as parts of the requirements to accomplish a Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

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Surakarta, January 12<sup>th</sup> 2017

**Sincerely Yours,**

Endah Hariyanti

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## **ACKNOWLEDGMENT**

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, January 12<sup>th</sup> , 2017

The researcher

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## ABSTRACT

Endah Hariyanti. 2017. “*The Teaching Techniques in Speaking calss at Usaha Perjalanan Wisata department of SMK N 6 Surakarta in the Academic Year of 2016/2017 (A Descriptive Study of The Second Grade)*”. Thesis. English Education Department, Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta.

Advisor :Hj. Suprapti, M.Pd

Key words : Teaching , Speaking, Teaching Technique, Department, Tour Guide

The aims of this research are (1) to describe the techniques used by teacher in teaching speaking to students of *Usaha Perjalanan Wisata* department in second grade senior High School at SMK Negeri 6 Surakarta in academic year 2016/2017 (2) to find the implementation of the technique that used by the Ebnglish teacher in second grade senior high school at SMK Negeri 6 Surakarta in academic year 2016/2017

The research design used descriptive qualitative method which the English teacher and the students as the subject. To collect the data, the researcher used observation, interview, and supporting document. The researcher did the observation for six times at 11 UPW 1 class, then conducted interview to the English teacher. To analyze the data, the researcher does three step; those are data reduction, data display, and drawing conclusion. To get validity and reliability, the researcher used data triangulation.

The research findings show that the teacher used two techniques in teaching English speakingto teaches the *Usaha Perjalanan Wisata* department of SMK N 6 Surakarta. The techniques used by teacher are (a) Role Play technique, this techique makes the students can increase their vocabulary and their pronouncation. This technique also makes the studentsknow how to makes a dialogue with a person especially in English (b) Story Telling technique, the technique makes the students more creative to makes the sentences or paragraph, this technique also makes the students more confidence when speak up i front of public. The implementation of the Role play techniques in teaching speaking is suitable, It makes the students to be confidence this technique will hepls the students to drill their pronouncation and ading their vocabulary. The implementation of story telling is suitable for the Speaking class because story telling makes the students more active in make sentennces and say it in front of the class.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In this era English becomes the most important language in the world. It is resulted by the development of science and technology that influences people in the world which have different background language. There are so many countries in the world. Each country has its own language. English is the most widely used whether as the mother tongue, second language or as foreign language (Broughton, 2003:1). That is why English should be mastered everyone around the world.

English is one of the foreign languages in Indonesia. Foreign language is the language that are being learned, not spoken in the local community (Cohen , 1998:4 ). Although English is not used in local communication in Indonesia , learning English is most important to the students in Indonesia, because by learning English the students can communicate with other people in this world. English has big impact for information exchange and development of technology around the world, included Indonesia.

In learning English language, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are supported by some components such as vocabulary, grammar, pronunciations, etc and all of the skills should be mastered by the learners

through learning. Hamer (1990 :16) states that in the most general way we can identify four major skills: listening, and understanding, speaking reading an understanding and writing.

According to Hymes (in Fauziati Endang 2010: 15) teaching of skill has become central in foreign language calssroom. The goal of teaching speaking skill is communicative efficiency. This means th,at all learners should be able to make themselves understood, using their proficiency to the fullest. They should try to avoid confusion in the massage du to faulty pronouncation, grammar, or vocabulary, and to observe the social and cultural riles that apply in each communication situation. Speaking is central communication and to make it fluency, learners have to practice it everywhere with the others.

According to Nunan (1991) , a succes in language learnng is measured in terms of the ability to carry out a conversation in the (target) language. Hence, if the language learners fail to learn how to speak or do not get any opportunity o speak in the language calssroom, they may soon get de-motivated and lost interest in learning the language. The teacher should be able to find the appropriate method to teach speaking, so that the students will not get bored.

In the speaking class, student's ability in speaking must be supported by calssroom management and technique in teaching speaking . The goal of teaching is tyhe students can speak communicatively, because it is not only about accuracy, but also it is about influency. A teacher must be creative and innovative in teaching speaking in order to help the students to master the

speaking skill. The teacher should have special techniques to deliver the materials to the students. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well (Antony in Brown, 2004:14).

Bygate (1987: 3) said that one of the problem in foreign language teaching is preparing learners to able to use the language. In teaching speaking teachers have their own techniques to teach their students. Several techniques which implementable such as telling story, make a role play, playing game and make some discussion. Every technique has weakness and strength when it is implemented to their students.

Due the mentioned reason above, the researcher is going to describe the teaching speaking technique used by the one of English teacher in SMK N 6 Surakarta. It is one of favorite Senior High School in Surakarta. This school included to International School. SMK N 6 Surakarta has completed and sophisticated facilities and has many teachers with a good competence. Beside that, it is very large with the large parking area and yard. Its has luxurious building. This school has laboraturium every department. Accreditation for SMK N 6 Surakarta is "A". It is also has achievements either in academic or non academic. Such as science masterpiece in Surakarta, and good teacher perfomance. SMK N 6 Surakarta aslo has good achievement. This school always included to big five on school grade national examination all of school in Surakarta. Beside them, SMK N 6 Surakarta also get achievement as one of intergity school in Surakarta out of Senior High School

in Central Java. The total students of SMK N 6 Surakarta in Academic year of 2016/2017 are 1287 students. There are 39 classes. In tenth grade, there are thirteen classes. While in eleventh grade, there are thirteen classes. In twelfth grade there are thirteen classes

SMK N 6 Surakarta has some programs for students related to speaking ability. They are English day, Travel Agency, and Students Exchange. SMK N 6 Surakarta has English day program at every Friday. It is the day when every member has to speak in English, even at the canteen. This program can help the students to practice speaking in English. It is possible that English will be the second language in this school. SMK N 6 Surakarta also has Travel Agency that serves local tourists or foreign tourists to have a tour. In the tour, SMK N 6 Surakarta uses Teachers as Tour guides and helps by some students that are chosen based on their English speaking ability. Besides this program, SMK N 6 Surakarta also has Students Exchange program. Every several years SMK N 6 Surakarta sends out some delegation students to one of Senior High Schools in Germany. This school chooses the students for delegation based on their English speaking ability. All of the program is influenced by the English lesson, especially in speaking. These programs involve how the English teacher uses the best techniques to teach English, especially in speaking class.

SMK N 6 Surakarta has six departments, they are *Akuntansi*, *Administrasi Perkantoran*, *Pemasaran*, *Usaha Perjalanan Wisata*, and *Multimedia*. SMK N 6 Surakarta has special departments among five

departments. It is *Usaha Perjalanan Wisata* department. Some people called this department by Tour and Travel department. The students of *Usaha Perjalanan Wisata* department has English performance is better than other departments in SMK N 6 Surakarta. The students of this department are expected to have good English skill, good confidence to face many people even tourism. Beside them, the students of this department also expected to have good talent entertain. Because they have to speak up in front of many people when they become tour guide. They must have the English speaking skill that can entertaining the people or tourism.

Based on the syllabus, there are five standard competences that must be reached by the students. The first, the students in this department are expected to understanding the official transactional or interpersonal conversation at daily context. The second, the students in this department are expected to get the best on give expression meaning of official conversation text or daily conversation accurately, fluently, and acceptable in daily context and access knowledge. The third, the students in this department are expected to understanding the oral monologue text on reports, narratives, and analytical exposition accurately, fluently, and acceptable in daily context and access knowledge. The fourth, the students in this department are expected to get the best on give expression on oral monologue on reports, narratives, and analytical expositions accurately, fluently, and acceptable in daily context and access knowledge. The last, the students in this department is expected to understanding the meaning of monologue text or essay on reports, narratives,

and analytical expositions accurately, fluently, and acceptable in daily context and access knowledge. It is why this department need special techniques to teach English. On the practice, they spend time to face and speak up in front of many people. So, the students of this department is more confidence than students of other departments. Their speaking skill also better than students of other department. It is why this department always become delegation of students exchange with one of Senior High School in Germany.

The students competences of *Usaha Perjalanan Wisata* department in SMK N 6 Surakarta is influenced by the techniques that used by the teacher. In this study, the researcher wants describe the teacher's technique in teaching Speaking. The researcher observes one of teachers who teaching second grade *Usaha Perjalanan Wisata* department or Tour and Travel Department, her name is Mrs. Yuliana, S,Pd. She has good and unique techniques in teaching speaking skill in *Usaha Perjalanan Wisata* department. Every meeting, Mrs. Yuliana makes class very fun and the students active to speak. It makes her students are interested to learn English especially in speaking.

SMK N 6 Surakarta has three *Usaha Perjalanan Wisata* classes every grade. Three classes at tenth grade, three classes at eleventh grade, and three classes at twelfth grade. At tenth grade, the students are oriented about their department first by the teacher. At the eleventh grade, the students are expected to developing their competence and confidence. In Eleventh grade the students of Tour and Travel department spend their time to try and

practice speaking. Whereas in twelfth grade they expected to be ready to face the public. Even they have to apply about what they got at eleventh grade. Some times they just improve their competences by their own skill. It is why the researcher choose the second grade of *Usaha Perjalanan Wisata* at I class, because this class has students more active and enthusiastic to lesson than other second grade *Usaha Perjalanan Wisata* classes.

From the observation on 7<sup>th</sup> February 2016, many students are interested in learning English. One of the reason why they are interested in English is because the technique used by the teacher is very funny and the class is look very active, even the teacher is very easy going and friendly. Before start the material , the teacher always says to the students that they need English, English the part of their life, and they have to love English. It makes the students enthusiasm to the English lesson.

Based on the explanation above, the researcher tries to describe the technique of teaching speaking used by the teacher and also the implementation techniques that used by the teacher by writing a thesis entitled “THE TEACHING TECHNIQUES IN SPEAKING CLASS AT SECOND GRADE OF “*USAHA PERJALANAN WISATA*” DEPARTMENT OF SMK N 6 SURAKARTA IN THE ACADEMIC YEAR OF 2016/2017”.

## B. Limitation of the Problem

There are so many problems that arise and it is quite impossible for the researcher to handle all of the problems. So, in this study the researcher would like to limit the problems as follows :

1. The study focuses on describe the technique in teaching speaking in second grade “*Usaha Perjalanan Wisata*” department at 11 UPW I in SMK N 6 Surakarta in academic year of 2016/2017. To make the study become more specific and do not have many generalization, the study will be limited only to the eleventh grade.
2. The study focuseses on describe on the limite of the time of researching until one semester teaching learning procces in second grade “*Usaha Perjalanan Wisata*” department at 11 UPW I in SMK N 6 Surakarta in academic year of 2016/2017
3. The study focuses on teaching learning technique in speaking at second grade “*Usaha Perjalanan Wisata*” department at 11 UPW I in SMK N 6 Surakarta in academic year of 2016/2017

The resarcher takes only one English teacher as the researcher subjects; her name is Mrs.Yuliana , S.Pd. The reason is because she is the teacher that use unique techniques when teaching *Usaha Perjalanan Wisata* department and she also teaching at second grade. She named her class like an “*Opera Stage*”. Because every single meeting , Mrs. Ana asks the students to make a groups, then asks them to make drama or dialogue in front of the class. It makes the class is very fun everyday.



### C. Problem Formulation

From the background of study stated above, the researcher formulated the questions as follows:

1. What techniques does the English teacher use in teaching English speaking skill in second grade “*Usaha Perjalanan Wisata*” department at 11 UPW I of SMK N 6 Surakarta in academic year of 2016/2017 ?
2. How is the implementation of technique that used by the English teacher in teaching English speaking skill in second grade “*Usaha Perjalanan Wisata*” department at 11 UPW I of SMK N 6 Surakarta in academic year of 2016/2017 ?

### D. The Objectives of the Study

Based on the problem statement above, the objectives of the study are :

1. To know the techniques that used by the teacher in second grade “*Usaha Perjalanan Wisata*” department at 11 UPW I of SMK N 6 Surakarta in academic year of 2016/2017
2. To know the implementation of techniques that used by the English teacher in second grade “*Usaha Perjalanan Wisata*” department at 11 UPW I of SMK N 6 Surakarta in academic year of 2016/2017

## E. The Benefits of Study

The result of this research is expected to give benefits both theoretically and practically:

### 1. Theoretically Benefits

- a. The theoretical benefit of this research are to fulfill the requirement of getting *Sarjana Pendidikan Bahasa Inggris (S.Pd)* and become references for the next research for teaching learning process with different approach, method, and also subject.
- b. The result of this research is expected to enrich the theory in teaching technique on English speaking, especially in Senior High School.
- c. The result of the research can give contributions and inspirations to increase the quality of teaching learning English, especially for teaching English speaking.

### 2. Partical Benefit

#### a. For the Students

The students can improve their ability on speaking and more active in the teaching learning process. They will able to speak well and more confidence in speaking.

#### b. For the teacher

This research result useful as reference for the teacher about her performance, so the teacher can improve her performance in

teaching during teaching- learning procces especially in English speaking.

c. For the school

The research result useful for school is to improve the school quality in English teaching learning procces and hopefully can improve the teacher's and student's quality too, especially in learning English speaking.

d. For the reader

The result of this research is useful to the reader is to know the teacher's technique in teaching English speaking, to know the strength and weaknesses of the implementation those technique.

e. For the collage students

The result of this research is useful to collage students , they can use the result of the research as the reference for them when they want to research with same topic, but it can be the defferent subject.

## **F. Definition of Key Term**

### **1. Teaching**

According to Brown (2000:7) teaching is showing or helping someone learn how to do something, giving instruction, guiding in study of something, providing with knowledge, causing to know or understand.

## 2. Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

## 3. Teaching Technique

Teaching Technique is the basic method of teaching that can be used by the teacher to make students easy to understand the materials. Every teacher have defferent technique theach their students.

## 4. Department

Department is a part of an organization such as a school, bussines, or government that deals with a particular area of study work.

## 5. Tour guide

Tour guide is a person who giudes visitors in the language of their choice and interrets the cultural and natural heritage of an area which person normaly prossesses an area-specific qualification usually issued and/or recognised by the appropriate authory.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

In this chapter the researcher explains the concept concerning the topic teaching technique that used by the teacher in teaching English Speaking. This chapter presents related literature review on definition of teaching, the definition of speaking, the definition of technique and previous study.

#### **A. Theoretical Description**

##### **A. Speaking**

##### **1. Notion of Speaking**

Speaking is one of the four skills that has significant role in mastering English. Speaking is used by someone in communication in daily life at school, at home and some other place. The students will focus more in speaking rather than other aspects when they communicate even though another (listening, reading, writing) is significant too.

The word “speaking has many different meaning on linguistics’ view. Jo Mc Donough and chricthopher (2003:133) state that speaking is not the oral production or written language, but includes learners in the mastery of a wide range sub skill which added together, and then it supports speaking skill. In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills. So, mastering speaking is

gathering skill in thought because of including some input skill in it. As the result, the mouth is delivering those skills orally. According to Kayi (2006) speaking is “the procces of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context”

From the explanation above, it can be conclude that speaking is expressing ideas, opinions, or feelings by using word or sounds of articulation in a variety of context. Speaking is most important instrument to communication, because by speaking we can express our thoughts, ideas, opinion, or feeling in order to be accepted in social life.

The purpose of speaking is to express ideas to other people. It is more tends to use of spoken English orally. There are some characteristics that must be taken into account in the productive generation of speech. Here, some charcteristics of spoken language explained by Brown (2000: 270-271) that can make oral performance easy :

a. Clustering

Speech not word by word, but in phrasal. Learners can organize their output both cognitively and phsycally through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduce forms

Contradictions, elisions, reduced, vowels, etc, all forms special problems in teaching spoken English.

d. Performance variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

e. Rate of Delivery

One of the teacher tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

f. Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns is a very important message.

g. Interaction

Speaking is learning to produce speech, it is more related to the conversational negotiation.

## 2. Teaching Speaking

The goal of teaching speaking is communicative effectively. It means that students should be able to make themselves understood using their current proficiency to the fullest. Teaching speaking skill has become central in foreign language classrooms. It is important for the students to master the

art of speaking. There are many purposes of teaching speaking to ESL learners. They are as follows:

- a. Produce the English speech sound and sound patterns
- b. Use word and sentence stress, intonation patterns, and rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan in Kayi, 2004).

### **3. Component of Speaking**

The mastering of speaking skills in English is priority for many second of foreign language learners; by mastering of speaking skill students are able to speak fluently. According to Harris (1978:81-82) there are some components should be recognized by language learner in learning speaking, namely ;

- a. Pronunciation

Pronunciation is difficult component in learning speaking. Pronunciation itself is defined as the way in which a word is pronounced (Oxford Advanced Learner's Dictionary, 1995:928).



b. Grammar

Grammar is the rule in language for constructing and combining sentence. It is important to be learner by language learner to produce sentence correctly.

c. Vocabulary

Vocabulary is the basic knowledge to be owned by language learners. There will be a bad problem for a language learner of he or she doesn't have sufficient vocabulary. He or she will not be able to communicate effectively in term of producing and constructing English sentence.

d. Fluency

Sometimes fluency is also used to measure that someone is capable or incapable in using the language. Fluency is the speed of the flow. It is the quality of being fluent using the language suited with flow of thinking and correct grammar, Fillmore (in Richard, 1997:75) describes fluency in term of the quality to talk in coherent, reasoned, and semantically dense sentence, showing of a mastery of the semantic and syntatic resource of language, the ability to have appropriate to dayin wide range of context and the ability to creative and imaginative in language use.

e. Comphrehension

Comphrehension refers to understanding in language including compreshending what the speaker says. For oral communiction, it

requires someone to respond the speech if someone cannot understand and comprehend someone speech, he or she can respond what other speaker says automatically.

In teaching speaking the teacher must be able to know the characteristic of successful speaking activity. Ur (2009:120) explained four characteristic of a successful speaking activity as follows:

Based on the explanation above, it can be concluded that teaching speaking is giving instructions to the students to produce speech and express their ideas, opinion and can select appropriate words and sentences according to the proper social setting, audience, situation and subjects matter.

#### **4. Problem to Speak**

In teaching learning process, perhaps students face some problem to speak. It makes the students do not succeed on speaking. According to Ur (1996:121) there are some problem in teaching speaking:

##### **a. Inhibition**

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy or the attention their speech attracts.

b. Nothing to say

Even if they not inhibited, you often hear learner complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty that they should be speaking.

c. Low or uneven participation

Only the participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while the others speak very little or not at all.

d. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they many tend to use it: because it it easier. Because it feels unnatural to speak to one another in a foreign language and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less diclipined or motivated ines to keep to the target language.

## **B. Teaching**

### **1. Notion of Teaching**

According to Brown (2000:7) “teaching is showing or helping someone learns how to do something , giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. It

means that the teacher should help and facilitate the learners to learn about anything and get new knowledge. In line with that opinion, Day (1999) and Hobban, the interpretation of teaching as an art or profession means that teaching develops a repertoire of strategies as well as understanding that the teacher's application of teaching depends on making judgments about unique context and predictable classroom moments. The teacher has drawn a set of personal resources that are uniquely defined and expressed by the personality of the teacher and her individual and collective interactions with the students.

The teacher must be able to become a good facilitator, because they transfer the knowledge to their students. As a facilitator the teacher should have the following characteristics:

- a) She must be genuine and real, putting away the impression of superiority or omniscience.
- b) She must trust or acceptance from her students as valuable individuals.
- c) She needs to communicate openly and emphatically with her students and vice versa (Brown in Fauziati, 2009:45)

A teacher with these characteristics will be an effective teacher who will succeed in achieving the goal of education and the teaching process will be effective. So the students can get knowledge from the teaching process.

## 2. Elements of Teaching

There are three elements of teaching; they are learners, teachers and material. According to Edge, (2001:9) in teaching there are kinds of elements, such as :

### 1. Learners

All of the learners are same. They have everything which is possessed by somebody else that goes to a human being including the ability to speak at least one language. Among learners to the others they are different. It can be caused by their background, educational, social, and cultural where they live. So, it is the most important aspect in their learning process.

Some learners are more successful than others. These characteristics are typical of good language learners, although no learners would have them all :

- a. They have a positive attitude about the language they want to learn and about speakers of that language.
- b. They have a strong personal motivation to learn the language.
- c. They are confident that they will be successful learners.
- d. They are prepared to risk making mistakes and they learn from mistakes that they make.
- e. They like to learn about the language.
- f. They organize their own practice of the language

- g. They find ways to say things that they do not know how to express correctly.
- h. They get into situation where the language is being used and they use language as often as they can.
- i. Their work directly in the language rather than translate from their first language.
- j. They think about their strategies for learning and remembering they consciously try out new strategies.

## 2. Teachers

Teacher is main actor in success or not to transfer of knowledge in teaching learning to the students. They must have wide knowledge, good idea, good communication and inspiring to the students. Teacher is the most powerful in classroom, there are many ways for the teacher to use that power, and these are as follows:

### a. Organization

The learners have purpose in their activity in the classroom, which they are learning in the classroom to get knowledge. In other world, the learners feel confidence in their teaching learning process.

### b. Security

The learners must give one condition which safe and comfort. So, the condition in the classroom will be conducive without students feel afraid or noisy in their learning.

c. Motivation

Learners will be success if they are given a motivation when they learn. The teacher should give motivation to their students if they faced difficulties or problem in their assignment.

d. Instruction

Learners need to be told new thing and told how to do new thing

e. Guidance

Learners need a helping hand to discover new things and to practice new skill.

f. Information

Learners need source of extra information about what they are learning, which they can call on as require.

g. Feedback

Learners need to know close they are getting to their targets.

h. Encouragement

Learners need to feel that the language is developing inside them, even if what they are producing at the moments seems unlike standard English.

i. Evaluation

Learners need to know the result of their study. So motivate instruction, model, guidance, information, give, feedback, encourage, and evaluate.

### 3. Materials

According to Edge, (2002:43) “materials are used to support learning and teaching. Materials exist in order to support learning, so they should be designed to suit the people and the process involved. The materials must be variety; it should be managed based on students’ need, so the teacher must be creative to choose which the materials is good for their students.”

Based on the statement above, it can be concluded that the elements of teaching namely learners, teacher and materials are important to support teaching and learning process. If one component is missing, so the teaching learning process cannot run well and effectively.

### **C. Teaching English Speaking**

Teaching speaking as foreign language is one the significant aspect to master English. Teachers have to know a good way to improve students’ speaking ability. In teaching speaking, teachers should explore and create their technique to make their students interest to learn English. When teacher has technique in the class, the students will be diligent and enthusiasm to hear the materials.



According to Brown in Wina (1998:3) teaching speaking provides speaking such as fluency, accuracy, and interaction.

There are some instructions to teach speaking consist of:

- a. Pair students up when doing a speaking activity. This often makes students feel more comfortable and not too self-conscious of their language abilities.
- b. Give a time limit with most speaking activities. Ten minutes is the maximum for most activities. Gradually, aim for activities that involve more of a dialogue and interaction based on authentic topics.
- c. Start with a very small activity and then work your way up. Brainstorming is activity for all levels because each student can participate at the level she/he is comfortable with. Wherever possible use lots of pictures especially for lower level performing students or very young students.

### **1. Teachers Role in Teaching Speaking**

According to Bryne (1997:2) the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

- a. The presenting stage, when the teachers introduce something new to be learned, the teachers play a role as informants.
- b. The practice stage; when the teachers allow the learners to work under their directions, the teachers have a role as constructors and monitors.
- c. The production stage; when the teachers give the learners opportunity to work on their own.

It can be conclude that there are three roles in teaching speaking. They are the presenting, the practice stage and the production stage. In presenting stage, the teacher tells about new material that will be learned. The teacher gives knowledge and direction about materials. In practice stage, the teacher controls the students when they work under the teacher's direction. In the production stage, the teachers give the students tasks to do by their own.

#### **D. The Role of Teacher and Learners**

##### **1. The Role of Teacher**

Teacher is most important element in teaching learning process. To create the effective teaching in the teacher should have and carry out of the five functions of the teacher. According to Nunan (in Fauziati, 2009) the five functions of the teacher are as follows :

1. The cognitive function. The teacher possesses knowledge desired by the students about the target language and culture. We, teachers have this knowledge, which the students expect us to impart to them.
2. The classroom management functions,. Our students and the society in which we work expect us to take responsibility for how the student's time is used in the class. The students rely on our training and experience with materials, schedules and techniques.
3. Particular goal. The teacher is expected to take these vaguely thought out or articulated goals and give them particular expression in language teaching syllabuses.

4. The persona or inter personal function. As teacher with the desired skills, knowledge and expertise, we have a great deal of power in the calssroom and it is our responsibility to set the tone or interpersonal calssroom climate. The atmosphere we set will determine wheter the students' nonlinguistic emotional need are met in the classroom.
5. The humanistic function. It is closely related to the fort, but is subtler. It has to do with the warmth and enthusiasm that the teacher radiates to the learners. The teacher should spread the vibes of affection and passion so that the learners learn better.

Furthermore, Accoording to the Michael in Deny, (2009:52) he argued some teacher's roles in classroom namely :

1. Teachers as coordinator and facilitator

The general role of the teachers in classroom is as the coordinator of the learning procces. The teachers are responsible to carry out the learning as the whole procces and maintain the right to intervene with help and advice or set the targets.

2. The taecher as manager and organizer

In particular classroom, especially in language calssroom, the teacher may have the role as manager and organizer throgh three various approaches, namely (1) creating the framework project, (2) creating and managing the learning climate, and (3) structuring and guiding the learning procces.

### 3. The teacher as instructor

The role as the teacher as an instructor is to show the students how to learn experientially. The teachers also need to create the conducive climates and opportunity as a part of teacher's managerial, conducting, and participating in the instructional given. In the other word, the teachers act as guide who encourages the students to become proactive contributors breaking away from the passive and respective role.

### 4. The teacher as investigator and researcher

In company with Breen and Candlin (1980) and Wright (1987), proposing the communicative classroom, the teacher's roles cover the roles to engage the knowledge actively and researching what is happening in the classroom with certain view. It is meant to understand its process in order to be clearer and to bring about improvements.

In conclusion, the teacher is the most important element and central role in teaching learning process. The teacher's roles are as facilitator, mediator and instructor to make the students active in the classroom.

## 2. The Role of Learner

In learning process, the learners have the significant role. Nowadays, students are demanded to be more active and innovative in learning process. Nunan (2001:80) defines that there are wide varieties of learners role which are possible in language class, the learner roles as follow :

1. The learner is the passive recipient of outside stimuli.

2. The learner is an interactor and investigator who is capable of giving as well as taking.
3. The learner is involved in process of personal growth.
4. The learner is listener and performer who has little control over the content of learning.
5. The learner is involved in a society, and the social and interpersonal roles of the learners cannot be divorced from psychological learning process.
6. Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn.

## **E. The Technique in Teaching Speaking**

### **1. Definition of Technique**

Fauziati (2002:6) state that “technique is classroom practice done by the teacher when presenting a language program”. According to Hamnuri (2009:7) he state that technique is a way that is done by someone to implement a method, which is something that should be done to make the method, run effective and efficient.

Carry out a method. It is implementational, meaning that a technique is something that actually takes place in language teaching or learning in the classroom. The following are some examples of the techniques in error correction :

1. The teacher does not praise or criticize so that language learners learn to rely on themselves (silent way)

2. The teacher often praises when a student has made a good thing in learning (Audio Lingual Method)
3. When a student has produced a wrong expression, the teacher just repeats the right one (Total Physical Response).
4. The teacher does not care when a student makes an error as long as it does not hinder (dealy/ prevent) communication (Natural Method)

Technique has many synonymous term like task, activity, procedure, behavior, excercise even strategy (Brown, 2000:129). With the potential confusion arising from multiple terms, the expert in the field may have slightly differing points of view about the working definition here :

a. Task

Task usually refers to a specialized form of technique or series of technique closely and allied with communication curricula, and as such as must minimally have communicative goals. It is focuses on the authentic use of language for meaningful communicative purpose beyond the language classroom.

b. Activity

Activity may refers to virtually anything that learners do in the classroom. We usually refers to a reasonably unified set of students behaviour, limited in time, preceded by some direction from the teacher, with a particular objective. Activities include role plays, drills, games, peer- editing, small- group information-gap excercise, and much more. Because an activity implies some sort of active performance on the part

of learners. It is generally not used to refer to certain teacher behaviours like saying “good morning” maintaining eye contact with students, explaining a grammar point, or writing a list of word on the chalkboard. Such teacher behaviour, however can indeed be referred to as technique.

c. Procedure

Richard and Rodgers (2001) used the term procedure to encompass “the actual moment to- moment techniques, practices, and behaviour that operate in teaching language according to a particular method” (p.26).

Procedure from this definition, include techniques. Thus, for Richards and Rodgers, this appears to be a catchall term, a thing for holding many small objects or a group or description that includes different things and that does not state clearly what is included or not.

d. Practice, Behavior , Exercise, Strategy

In the language- teaching literature, these terms, and perhaps some other, all appear to refer, in varying degrees of intensity, to what is defined as technique.

e. Technique

Even before Anthony (1963) discussed and defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom.

In other words, techniques include all tasks and activities. They almost always planned and deliberate done on purpose rather than by accident.

They are product of choice made by the teacher. And they can, for your purpose as a language teacher, comfortably refer to the pedagogical units or components of a classroom session. You can think of a lesson consisting of a number of techniques, some teacher-centered, some learners-centered, some production-centered, some comprehension-centered, some clustering together to form a task.

## **2. Activities in Teaching Speaking**

There are many activities which offer students much time to practice their speaking ability not only in the class but also outside and help them become more socialized, and make students more active in teaching and learning process and at the same time makes their learning more meaningful and fun for them that stated by Hayriye such as role play, information gap, storytelling, interview, story completion, reporting. Each of activities is explained as follows:

### **a. Role play**

One other way to getting students to speak is role-play. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. Students pretend they are in various social contexts and give a variety of social roles. In role-play activities, the teacher gives information to the learners such as



who they are and what they think or feel. While simulation is very similar to role-play but here students can bring items to the class to create realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

b. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share their information. Information gap activity serves many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. The activities are effective because everybody has the opportunity to talk extensively in the target language.

c. Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

d. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of question they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class, but also outside and helps them become socialized. After interviews, each student can present the result to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

e. Story Completion

This is a very enjoyable, whole-class, free-speaking activity where students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

f. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

## F. Teaching in Senior High School

In 2014, in Indonesia changed the curriculum. At the beginning Indonesia used curriculum 2006 or KTSP, and then changed into Curriculum 2013, The essence of the Curriculum 2013 is on simplification effort and thematic-integrative Curriculum 2013 is prepared to cose a generation who ready to face the future, because the curriculum is arranged to anticipate the future developments. But, because there is pro and contra about this Curriculum, so the new Minister of education, Anies Baswedan issued the regulations on Curriculum 2006 or KTSP and Curriculum 2013.

Base on Peraturan Menteri Pendidikan dan Kebudayaan No. 160 Tahun 2014 Tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013; stated *“Peraturan Menteri Pendidikan dan Kebudayaan tentang ekuivalensi pada SMP/SMA/SMK yang melaksanakan Kurikulum 2013 pada semester ganjil menjadi Kurikulum Tahun 2006 pada semester genap tahun pelajaran 2014/2015”*.

The curriculum which is used in SMK N 6 Surakarta is KTSP (Education Unit Level Curriculum). Based on syllabus in this curriculum, there are monolog and dialog. There is also genre in Eleventh grade, it is Narrative text. this genre has some materials which acquire critical thinking such as respond to expression of congratulation and complimenting, identifying meaning and information, developing a sentences in paragraph , identification the pictures, and etc.

KTSP places teachers as facilitators and mediators who help students' learning process goes well. The main attention on student's learning is not on discipline of the teacher, but the student's participation.

Teaching speaking in Senior High School as especially Vocational High School has a purpose to help the students to master speaking properly and fluency. It also helps the students in order to be ready to face the public, because after graduated from the Vocational High School, the students are hoped to enter on the work. But, it seems does not work very well. It can be seen from the students who will cannot speak English well, although they have studied English for several years. Also the students that have no confidence when speak up in front of public places, although they have tried several times.

The teacher who just asks the students to do some tasks may make them feel bored. They need interesting challenge included in their lesson. The teacher should facilitate the students in order to make the students learning process goes well. Teacher should create an appropriate technique that makes the students have courage to speak and also improve their speaking skill.

## **G. Communicative Language Teaching (CLT)**

### **1. Background Communicative Language Teaching**

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "Communicative Approach". Historically, CLT has been seen as a response

to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

Communicative Language Teaching (CLT) is a language teaching method is an extension of previous methods such as method of Situational Language Teaching and Audio Lingual method. One of the main characteristics of CLT is a combination of aspects of language are functionally and structurally. Structurally, CLT emphasis on grammar, systems, while, emphasizing the use of functional language.

CLT also stresses on the situation, for example in a situation of how a speech is spoken. In the CLT that there are various language skills (integrated skills) which includes the ability to reading, writing, listening, speaking, vocabulary, and grammar. So, through this CLT learners are expected to master a foreign language or language skilled,not only writing but also speaking and of course with proper grammar.

Communicative Language Teaching (CLT) originated from the changes in the British Situational Language Teaching approach dating from the late 1960s (Richards & Rodgers, 2001). Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners' "communicative competence", Communicative Language Teaching (CLT) approach evolves as a prominent language teaching method and gradually replaced the previous

grammar-translation method and audio-lingual method (Warschauer & Kern, 2000). Since the concept of “communicative competence” was first introduced by Hymes in the mid-1960s, many researchers have helped develop theories and practices of Communicative Language Teaching Approach.

Actually communicative language teaching is a methodology which concerns more with the fluency of students speaking than the accuracy. In addition, in teaching using communicative language teaching grammar does not a major concern of the lesson. It is the meaningful that matters.

According to Richards

“communicative language teaching can be understood as a set of principles about the goals of language teaching., how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”.

According to H. Douglas Brown (2001:43), there are six characteristics of communicative language teaching that differentiate from earlier methods. They are:

- a. Classroom goals are focused on all of the components of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
- b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

- c. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- d. Students in communicative class ultimately have to use the language, productively and repetitively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore be in the contexts.
- e. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies of autonomous learning.
- f. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Another characteristic of communicative language teaching is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used (Freeman, 2000; 129). Finally, it will not be that activities in communicative language teaching are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating.

## 2. The Goal of Communicative Language Teaching

The goal of language teaching is to develop communicative competence. The notion of communicative competence goes beyond narrowly defined linguistic and learning psychology to the field of anthropology and sociology. It looks at language not as an individual behaviour but as one of many symbolic systems that members of a society use for communication among themselves (Savignon, 1983; 10).

“Communicative competence may be defined as the ability to function in a truly communicative setting—that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. . . . Success in communicative depends largely on the individual’s willingness to express himself in the foreign language, on his resourcefulness, in making use to the lexical and syntactical items which he has at his command, and on his knowledge of the paralinguistic kinesics features of the language—information, facial expression, gestures and so on—which contribute to communication (Savignon, 1983:22).”

The concepts of communicative competence developed under the views of language context, language as an interaction, and language as negotiation. Learning to speak English requires more than knowing its grammatical and semantics rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, effective oral communication requires the ability to use language appropriately in social interaction (Shumin in Widiyati and Cahyono, 2002;2004). Due to the importance of the notion of communicative competence, a number of language and language learning experts elaborated the nature of this concept.



Hymes' theory of communicative competence is definition of what a speaker needs to know in order to be communicatively competence in a speech community. According to him, people who have communicative competence must have:

- a. Whether (and to what degree) something is formally possible,
- b. Whether (and what degree) something is feasible in virtue of the means of implementation available,
- c. Whether (and to what degree) something is appropriate (adequate, happy, succesful) in relation to a context in which it is used and evaluated,
- d. Whwther (and to what degree) somthing is in fact done, actually perform, and what is doing entails (Hymes is Fauziati, 2002: 98-99).

The concept of communicative competence is explained above implies also the essential purpose of spoken language. Spoken language function interaction ally and transaction ally. Interaction ally, spoken language is intended in maintain social relationships, while transaction ally, it is meant to convey information and ideas (Yules Widiati & Cahyono, 2001; 6)

### **3. Aspect of Communicaive Language Teaching**

- a. Teaching material in language teaching

In communicative activities, the teacher should communicate the material interactively to the students. They can use the authentic material to teach them. According to River, authentic texts give students direct

access to the culture and help them use the new language authentically, to communicate meaning in meaningful situations rather than demonstrating knowledge of grammar points or lexical items. Here, authentic material involved poems and advertisements. Using authentic material in class like as exercises and activities that teachers designed.

Activities in communicative language teaching typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. Thus Role-play and simulation have become very popular in communicative language teaching. For example, the students might simulate a television program or a scene at an airport – they might put together the simulated front page of a newspaper. In other communicative activities, students have to solve a puzzle and can only do so by sharing information. Sometimes, they have to write a poem or construct a story together. Besides that, teachers can improve the material with other designs, maybe they can use pictures, songs, and something else. Because of in communicative language teaching, students should be more interactive and the teacher is as controller, conductor, director, facilitator, and resourcer (Brown, 1994: 160). In detail description, the roles of the teacher can be seen as follows.

b. The teacher as controller

A teacher is expected as controller, he or she is always in charge every moment in the classroom. The controller determines what students do, when they should speak, and what language forms they should use. The teacher can often predict virtually all students' response because everything is mapped out ahead of time, with no leeway for going on tangents.

c. The teacher as conductor

Sometimes, interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or director of a drama. As students engage in either rehearsed or spontaneous language performance, it is teacher's job to keep the process flowing smoothly and efficiently.

d. The teacher as director

The metaphor captures of teacher roles as one who plans lessons and modules and courses, one who structure the large, longer segments of classroom time, but who then allows each individual student to be creative within those parameters. A manager of successful cooperation, for example, keep employees pointed forward goals, engage in going evaluation and feedback but give freedom to each person to work in their own individual areas of expertise. A language class should not be marked differently.

e. The teacher as facilitator

A less directive role might be described as facilitating the process of learning, creating learning easier for the students; helping them to omit obstacles, find shortcuts, and negotiate rough terrain. The facilitating role requires the teacher step from the managerial of directive role and allows students, with teacher's guidance, to find their pathways to success. A facilitator capitalizes on the principles of intrinsic motivation by allowing students to discover language through using pragmatically rather than telling them about language itself.

f. The teacher as resource

The implication of "resources" role is that the students take the initiative to come to the teacher. He should know the subject well enough so that he can conduct activities. The teacher should act as consultant or adviser, helping when necessary.

#### 4. Strategi of Communicative Language Teaching

Strategies is the best way which used by people to reach their willing. Of course, the teacher needs the strategies to teach students. Before the teacher makes strategies, it's important to know that there are some importance cases in using communicative language teaching (in <http://www.scribd.com/doc/15190009/Skripsi-Teaching-Speaking-by-Using-communicative-Language-Teaching>).

In communicative language teaching many kinds of strategies which can be used the teacher. It is familiar with called, "classroom technique". They are

discussion, picture strip story, and roleplay. This strategy is appropriate to them to build an interactive student in the class.

In other hands, there are types of learning that can be conducted. Even it is unlimited as long as it can lead to communicative competence. Littlewood (1992:20-21) suggest two major types to communicative activity:

1) Functional communicative activities

The main purpose of the activity is that learners should use the language they have known in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation.

2) Social interaction Analysis

The speaker should choose language which is not only functionally effective, but also appropriate to the social situation he is in. Speaker or learner must still aim to convey meanings effectively, but must also pay greater attention to the social in which the interaction takes place.

## **H. Review on Role Play**

### **1. The Definition of Role play**

Role play is very important to CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Structured Role-Plays also provide information gaps since students can not be sure what the other person or people will say. Students also receive feedback on whether or not they have effectively communicated.

With regard to CLT procedure, it often requires teachers to have more student-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Below is the guideline for classroom procedures by Finocchiaro and Brumfit for teaching to beginners:

1. Presentation of brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation (s) to the learners' probably community experiences) and discussion of the function and situation – people roles, setting, topic, and the informality or formality of the language which the function and situation demand.
2. Oral practice of each utterance of the dialog segment to be presented that day
3. Questions and answers based on the dialog topic (s) and situation itself
4. Questions and answers related to the students' personal experiences but centered on the dialog theme.
5. Study one of the basic communicative expressions in the dialog or one of the structures which exemplify the function.
6. Learners discovery of generalizations or rules underlying the functional expression or structure.
7. Oral recognition, interpretative activities
8. Oral productions activities-proceeding from guided to free communication activities.

9. Copying of the dialog or mini-dialogs or modules if they are not in the class text.
10. Sampling of the written homework assignment, if given
11. Evaluation of learning (oral only)

Many experts have different opinions in defining role play. The following are some of the point view about role play.

Ur (2007 ; 9-11) stated “Role play is giving a suitable topic provides interest and subject- matter for discussion, dividing them in to groups improves the amount and quality of the verbal interaction”. Here, the writer concludes that the students will communicate more freely if they have a role to hide behind.

According to Gower et-al (2005: 105) “A role play is when students take the part of particular person : a customer, manager, a shop assistant for example. As this person, they take a part in situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context. It means that role play has number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in classroom. Role play gives students opportunity to practice communicating in different social context and in different social roles. Moreover Richards et al (1985: 246) states that “role play is drama like classroom activities in which students take the role of different

participants in a situation and act out what might typically happen in that situation. It means the method is used practice in a conversation dialogue., for example, the students can be seller, doctor, teacher, and the other.

The srudents practice the language directly. Partically, the language learner practices the language continously, in learning English. It can help the learner speak fluently. Using this method can help the students express their feeling and thinking orally. It increases the ability of people in speaking. The writer concludes that role play is a method in English teaching in which the students learn in an imaginary situationss or roles in order to develop the students fluency. The situations and the rolesare made as a real life situation so the students know the funciton of English in real life.

## **2. Reason for using role play**

There rae many reasons why teacher shoud use role play method in teaching speaking as viewed by Nation and Thomas (1998:21) in *Communication Activities*. Those are:

- a. Role play allows a wider range of language functions and language variates to occur than would normally occur within a classroom.
- b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situation such as when being offered food of drink.
- c. Role play can add interest activity and by distributing roles can ensure participation in an activity.



- d. Role play can result in repetition of speaking activity by providing a change.

From the description above, the teacher use role play method in teaching speaking. Role play covers a wide range possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

### **3. Types of Role Play**

The instructor needs to decide the context for the exercise and the roles that the students will play. If the students are taking the human roles, the context is generally a specific problem. Lesson needs to be carefully explained and supervised in order to involve students and to enable them to learn as much as possible from the experience. According to LA Douse (1996: 13) there are several types of role play :

- a. Role play which correspond to a real need in the students lives.

Example : roles as a doctor dealing with patients or salesman traveling abroad

- b. Roles which the students may or may not have direct experience

Example : roles as a customer complaining or passenger asking for information

- c. Roles which few students will ever experience directly themselves, but which are easy to play because we have such vast indirect experience of them

Example : role as the television journalist

- d. Fantasy roles, which are fictitious, imaginary, and possible even absurd

Example : roles as fairy.

#### **4. Teaching Speaking Using Role Play**

One of method to be used in teaching the speaking skill is role playing. Role-play allows students to explore their inner resources, empathize, with other, and use their own experiences as scaffolds upon which credible actions. As a result, the students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with affective issues. In the method of playing a role, the pressure point located on the emotional involvement and observation senses into a real problem situation faced. To hold role playing, the teacher prepare some steps to makes good performance. Here are the stages in Role Playing activity (Depdiknas, 2009:4)

- a. The teacher arranges or prepares scenario that will performed by the students. The scenario is important for the students to know the situation of their roles.
- b. The teacher appoints some students to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.
- c. The teacher makes groups of students consists of five people each group. The teacher has to makes group in variant member due to their ability of speaking. So, the smart student combined with the low student.

- d. The teacher explains about competence will be achieved. The teacher enlightens the students that form their performance, they will know some expression of giving opinions and it response, asking and declining and invitation.
- e. The teacher calls a group of students who have been choosen to play prepared scenario. On the other hand, the teacher choosen the group to perform.
- f. Each students in her/his group observes scenario being performed
- g. After finishing the performance, each students is given work sheet for discussing each group performance.
- h. Every group which has performed gives conclusion about what scenario has been performed.
- i. The teacher gives general conclusion. That is about the mateials that has been done by the students in their role play.
- j. Evaluation. It is held by test to know their understanding in the material.
- k. Closing

## **I. Review on Story Telling**

### **1. Definition Story Telling**

As we know, stories have always played a significant role in students' growth. Stories not only help in stimulating students' growth. Stories not only help in stimulating student's growth imagination and understanding of the

world, but also in developing students speaking ability. (Alex, 1988;cooper, 1989;Koki, 1998; Zobairi and Gulley, 1989).

The reason recommended story telling in teaching speaking proceses is that stories are motivating and immensely interesting, can best attract listeners and promote communication. According to Cooter (1991) cited in Xujianing (2007), “The excitement and drama of story telling provide a context that holds students attention”.

Story telling, as part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure.

Story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Telling after reading provides another opportunity for the reader to reconstruct the text.

Telling story is an active process that encourages children to reconstruct the text; it also allows for interaction between tutor and child. When necessary, teacher can help the child reconstruct the meaning of the text by

using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, What happened next? If a child needs help detailing a main character, say, Tell me more about this character (Gibson, 2003:1).

Here, students are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read.

## **2. Variety of Telling Activities**

Students need experience telling familiar stories (e.g., The Three Little Pigs) or stories with predictable patterns (e.g., Brown Bear, Brown Bear, What Do You See?) (Morrow: 1989). Older students can begin with stories and texts that have more complex plots and settings. Telling story can be done individually or in small groups, but tutors should always model the activity first. The following examples present a range of telling story activities.

### **a. Five-finger telling story—prompts for stories**

A simple five-finger technique can help guide students through telling story. Each finger represents one of the following questions:

- Who were the characters in the story?
- What happened in the story?
- Where did the story take place?
- When did the story take place?
- Why did the action happen the way it did?

b. Oral telling story using props

Visual prompts help students organize their thoughts when telling a story. Props such as finger puppets and felt boards provide a concrete structure to frame the story (Owocki, 1999). Make simple puppets by photocopying or drawing the main characters from a story and gluing them to craft sticks. You can also use these with a felt board—a small board covered in felt—using adhesive or Velcro.

c. Chalk talk

Morrow (1989) describes chalk talks as retellings in which students draw aspects of a story while telling about it. This technique is great for older students, and works with both fiction and nonfiction texts. Chalk talks are most effective when students have enough room to see how their retelling is evolving as they draw. Using chalk (on a chalkboard or the sidewalk) allows students to erase and redo elements of the retelling as needed. You can also use mural or chart paper with markers.

d. Dramatizations

Students love dramatic play, and this vehicle provides them with a natural way to recreate a story. Choose read-aloud texts with simple story structure and a limited number of characters. Do this activity with a small group of students, each taking on a different character from the story. Older students, who might be reading more complex stories, can choose a particular part of the story to act out, such as the emotions of a

particular character or what a character might have been thinking and why.

### **3. Benefits of storytelling**

The advantages of storytelling are not as simple as it looks like. The first advantage is to sharpen their imagination. Students will make their own visualization from any story they heard. They will learn to create their own image such as the situation and the characters of the certain story. Gradually, the visualization they make will be helpful to improve their creativity.

The second advantage is giving effective media for students to learn moral values and ethics as well as stimulate them to have empathy. Those values are including honesty, modesty, solidarity, and hard work. It is also useful in introducing several important habits such as brushing their teeth regularly or eating enough vegetables. They will easily learn these morality and important habits from the characters of the story.

The third is to grow their reading interest. Hearing a lot of stories is potential in growing their interest in reading books. They might start from any story books as their first reading material. Gradually, they will have interest to read other genres such as science, general issues, spiritual books or many others.

### **4. Teaching of Speaking Skills Using Storytelling**

The use of literature in foreign language teaching has greatly increased over the past few years. The materials and activities that derive from literacy texts are a great aid to learning in that they appeal to the learners' imagination,

increase motivation and, above all, create a rich and meaningful context.

Among the techniques available to the teacher, storytelling is one of the most frequently used, especially with beginners and false beginners. Storytelling is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child's own language (Zaro and Salaberry, 1995:2).

## **B. Previous Related Study**

For the previous related study, the researcher learns some theses that have similarities and differences with the researcher's thesis. There are three previous resercher used by the researcher, they are :

1. Research entitled "Techniques Applied in Teaching Speaking at the Fourth Semester of English Department of Widya Dharma University in 2012/2013". The reseach was conducted by Wida Datu Dear Dara from Muhammadiyah University of Surakarta 2013. The subject of the research is the students of fourth semester of English Department of Widya Dharma University. The objective of her research is to describe technique in teaching speaking that applied in Widya Dharma University. The similarity between the studies of researcher and the research conducted by Wida Datu Dear Dara is to describe the technique in teaching speaking. But there is the differences study between the researcher and research conducted by Wida Datu Dear Dara. The subjects in Wida's research are the lecturer and students of fourth semester and also it taken



place in University. While in this research, the subject is only the teacher. The reseachers taken place in Senior High School, especially in SMK N 6 Surakarta.

2. Research entittled “The Technique Teaching of Speaking Skill to the Students of Man Karanganom Klaten in the Academic Year of 2012/2013”. This research conducted by Imam Fauzan from Muhammadiyah University Surakarta. The objective of the research was observed kinds of techniques that teacher used in teaching speaking and problem faced by the teacher and students also the solution for the problem. Design of this research is descriptive qualitative research. He used observation, documents, interviews, and questioner as the instrument to collect the data. The similarity between the studies is to describe teaching techniques in English speaking. In Imam’s research, problem formulation is what are the problem and solution done by the teacher and students in learning speaking.
3. Research entittled “Teaching Speaking Technique at the Eight Grade B students of SMP N 7 Sukoharjo in Academic Year of 2013/2014”. This research conducted by Milla Yanuar Widyastuti. The objective of this research are the technique that used by the teacher and the weakness and streghth of the technique that used by the teacher when teaching english speaking at SMP N 7 Sukoharjo. The similarity between the studies of researcher conducts and the reseach conducted by Milla Yanuar Widyastuti are to describe about teaching English speaking and the

strength and the weakness of the technique that use by the teacher. The differences between the studies of researcher conducts and research conducted by Milla Yanuar Widyastuti is to describe teaching strategies on teaching English speaking.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter III (Research Method) includes Research design, Setting and Subject of Research, Instrument of Research, Data Collection Technique Data analysis Technique, Thrustworthiness

#### **A. Research Design**

The research design of this study is a descriptive. The objective of descriptive research is to describe real condition in a certain situation. In this research, the researcher used the case approach to find out the case study on a students at SMK N 6 Surakarta

Before going to the point of the research, it is better to know what research is. Research is systematic attempt to provide answer to questions (Suryabrata, 1983, 59). To find the answer, of course the researcher must be follows some research procedure. To apply those procedures in conducting the research needs a research design which is suitable for the research situation. In this case, the research design has to follow the research methodology. Research design is the important thing in the research. Suryabrata also says that the research design is used by the researcher depend on the objective of research, the characteristics of the research has main role in the research design.. While based on the models, the research is divided into qualitative research. The research design used in this research is descriptive qualitative research.

Suryabrata stated in his book that descriptive research is the research which has objective to describe method in certain situation systematically, accurately and factually. The aim of this research is to describe the condition of variable in that situation. In this research the researcher will describe the situation as mentioned in the formulation of the research.

Based on the above explanation it can be concluded that descriptive research is designed to give information of the existence of the variable or the current status of the subject systematically, occurately, and factually. There for by having the descriptive design, the researcher tries to investigate and explore or describe happens inside the classroom. Especially interaction occurs during English class.

The researcher wants to learn and describe intensively the learning activities, what techniques are used by teacher in teaching speaking and the researcher wants to describe the impementation of techniques that used by the teacher in second grade of “*Usaha Perjalanan Wisata*” department at 11 UPW 1 of SMK N 6 Surakarta in academic year of 2016/2017.

## **B. Research Setting**

### **1. Place**

SMK N 6 Surakarta is one of Senior High School in Surakarta. It located at Jl. at Jl. LU. Adi Sucipto No. 38, Kerten , Laweyan, Surakarta in. It is one of favorite Senior High School in Surakarta. This school included to International School.

## **2. Time**

This research was conduct in academic year 2016-2017. This research was started on June 17<sup>th</sup> 2016. The researcher did pre research before making the proposal. After finishing the pre-research, the researcher started to complete the proposal. The proposal seminar was done on July 13<sup>rd</sup> 2016. Along August 2016, the researcher started to revise the proposal. Then, the time of collecting data was started from September, 10<sup>th</sup> 2016 until September 24<sup>th</sup> 2016 at 08.00 am until 15.30 pm. The time of doing research can be looked in the table below;

**Table 3.2 Research Schedule**

NO	Activities	June				July				September				October			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Pre-research																
	a. Observation																
	b. Interview the teacher																
2	Proposal Examination																
3	Revising																
	Research																
	a. Observation																
	b. Interview the teacher																
	c. Interview the students																
	d. collecting Document																

**C. Subject of Research**

The subject of this study was the English teacher of 11 UPW 1 class. The teacher was one of English teachers at eleventh grade. This teacher was graduated general education teacher. Moreover, the subject of this research was a student with hearing impairment in 11 UPW 1 class.

**D. The Data Source**

According to Lofland as quoted by Denzim (1994:112) source of data in qualitative research are word and events, for the additional data can be documents or others. The source of data in this research included events, informants, and documents.

### 1. Events

The event which were observed are the English teaching and learning in the classroom of students with visual impairment at the eleventh grade at SMK Negeri 6 Surakarta

### 2. Informants

The informant is a person who gives about something. The informants of this research were the English teacher and the students. As the main informant, the researcher took the English teacher who handled the English lesson. The teacher was the main informant, because she was person who did teaching learning process. She was the informant who gave information about the techniques that she used in 11 UPW 1 class. Then, the second informant was a students of 11UPW 1. They were the informant who gave inform the researcher about their understanding the material and his difficulty in learning process.

### 3. Supporting Documents

Document is the previous event note in a form of writing, picture or other monumental work from a certain people. The documents were such as lesson plan, syllabus, field note and handout. Lesson plan is one of tools in teaching. The lesson plan that the researcher got was lesson plan about describing people, animal and thing. The researcher used photograph as the documentation in this research.

### **E. Object of Research**

The object of this research was teaching learning process of giving direction and guiding at 11 UPW 1 class Class. The researcher focused on techniques that teacher used to teach in 11 UPW 1 class.

### **F. The Technique of Collecting Data**

The technique of collecting the data applied in this research will be as follow :

#### **1. Interview**

According to Denzim (1994:26) interview is a conversation with certain purpose which is done by two sides as the interviewer and the interviewee. Another explanation by Sugiyono (2006:35) stated that interview is face to face situation in which the researcher set out the elicit information or opinion from a subject.

By this technique, the researcher made an interview with the English teacher. The topic of the interview as about the teaching techniques in teaching speaking skill to students of “*Usaha Perjalanan Wisata*” department in eleventh grade students at SMK Negeri 6 Surakarta in academic year 2016/2017. The researcher interviewed the English teacher and students in order to obtain information about the teacher’s techniques on speaking skill and how is implementation of the techniques that teacher used.



## 2. Observation

Suharsimi Arikunto stated that observation is an effort of doing research in order to gain the information to another people in order to get the people are able to give the information needed (Arikunto, 1998:136). While Sugiyono stated that observation is observing and recording of events or circumstance in which the writer is presents (1996:26).

Having an observation in teaching and learning process in the classroom was the way of fulfilling the information needed. The researcher did class observation in four meetings. The researcher as a non-participant observer by observing what happened in real setting. By using camera and note, the researcher collected the data.

## 3. Supporting Document

According to Sotopo (2002:69) written documents are source of research, which are often having important role in qualitative research. further, he explain that document is used in research because of some reasons: documents is source of research, which is stable, rich, and supported; it is as evidence to a testing and it has natural characteristic so it is appropriate to qualitative research.

The documents which were analyzed of this research are field note, lesson plan, syllabus, and photographs from English teaching and learning process for students with visual impairment.

## **G. Trustworthiness**

To get the validity and reliability of the research, the researcher used triangulation. Setiyadi (2006:31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately. According Moleong (2000:178), triangulation is technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data.

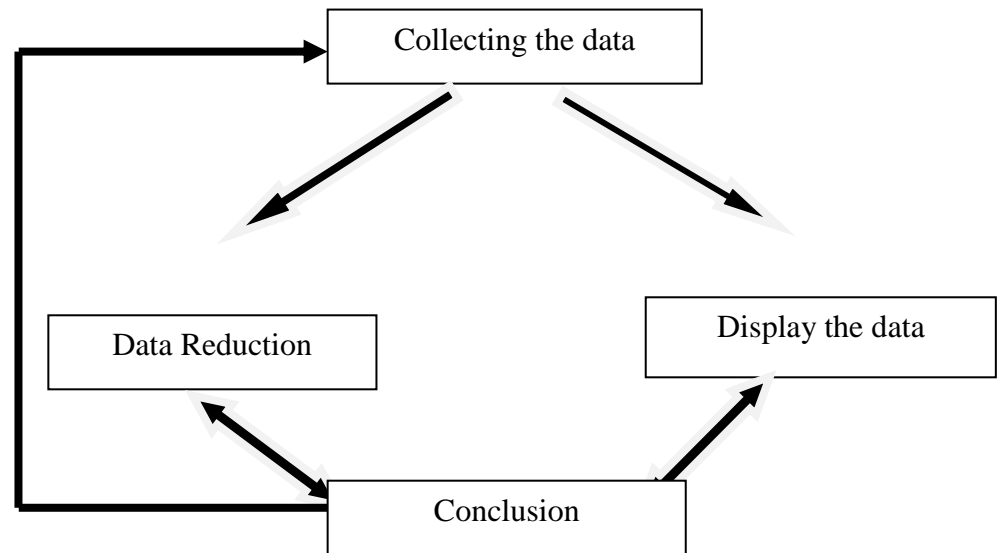
According to Denzin (1970) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation: triangulation by using resources, triangulation by using investigator, triangulation by using theories, and triangulation by using method. The explanation will be present below:

1. Triangulation by using resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with related documents.
2. Triangulation by using method means that researcher will check the credibility the data of the research and the data resources by several data collection techniques and analyze them by the same method.
3. Triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.
4. Triangulation by using techniques is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data gets a valid evidence of the research result.

To get validity and reliability on this study, the researcher used triangulation by using method.

#### **H. Thecnique of Analyzing Data**

The data analysis in qualitative research used an interactive model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion (Miles and Huberman, 1994: 10). The component of analyzing the data can be drawn as diagram below:

**Figure 1.1****The diagram of interactive model analysis**

The steps conducted after the data collected is analyzing data. Miles and Huberman (1994: 12) stated that after the data was collected, it is need to be analyzed immediately by the researcher, it means that after the data was collected, the researcher must analyze the data. There are three steps in analyzing data. According to Miles and Huberman (1994: 11-12) the data analysis consists of three kinds of activities such as: Data reduction, Data Display and the last is drawing conclusion”. Further explanation about those steps of analyzing data, are described by Nasution (1996: 129-130) in detail as follows:

1. Data reduction

Data reduction means summarizing, choosing and focusing the important thing of the data. It is intended to find the patterns of the finding based on the social phenomena that happen in the field.

According to Miles and Huberman (1992: 16), data reduction can be interpreted as the process of selection, simplification, and transformation of the data to the field notes.

In this case, the researcher reduced the data from the entire data taken from the observation, it can be from the document and interview from the teacher and students. The reduction is to get the data based on the problem statement. The processes were selecting, abstracting, and transforming interview transcriptions, RPP, syllabus, and material. The data was summarized, sorted, and organized. The selecting was where the researcher selected the entire data from the observation, interview, and documentations.

## 2. Display data

Data display is organizing and describing the data from reduction. It is intended to help in understanding the phenomena those are happening. In this playing the data to describe the social phenomena that happen in the field, it is not only used narration, but also it may use graphs, chart, and matrices and network (Miles and Huberman, 1985:16).

The researcher would describe all the data obtain from observation, interview, and documentation. By interview and observation, the researcher was able to know the technique which teacher used to teach English speaking for 11 UPW 1 class. The documents were taken from syllabus, material, and lesson plan.

### 3. Drawing conclusion

The conclusion of a study is a research finding. Conclusion drawing or verification is done if the data collected and analyzed are supported by valid, consistent, and enough the data. The data of this qualitative study collected from complex social situation in the field may develop into complex data based on the problems that happen in the field.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

In this section research findings are presented. The researcher got the research finding from observation has done during the teaching learning process. There were also findings from interview have done to the teacher and three students, student with best competence in the class.

##### 1. Teacher's Technique in Teaching English Speaking Skill

The data of teacher's techniques on teaching speaking skill are gotten by observing and interviewing. The researcher conducts the observation for five times. It is suitable with the time of teaching material letter and asking and giving directions in lesson plan or known as *Rancangan Perencanaan Pembelajaran (RPP)*. The results of observation and interview have done by the researcher shows that the teacher used story telling and role play technique to teach letter and asking and giving direction.

Based on the result of observation have done by the researcher for five times; it is found that the teacher always give the students game in order the students speak active in every single meeting. It can be looked based on the first observation two until fifth.

### **a. First Day Observation**

#### **1) Opening**

At the first observation has done by the researcher on September, 10<sup>th</sup> 2016, the teacher started the teaching learning process by saying *Assalammu'alaikum warahmatullahi wabarakatuh*, most all of the students answered the greeting. The teacher also asked their condition to made communication with the students. When seeing the researcher joined the class, one of the student asked the teacher who the researcher is. The teacher explained to them that the researcher would like to conducted research in this class; the teacher asks them to be polite. After knew the class is already to started the teaching learning process, the teacher said to them that they will study about personal letter.

#### **2) Main Activity**

In this section, main activity is divided into two steps. Those will be explained below:

##### **a) Observing**

The teacher began the class by asking “do you know what is the pen friend?” Some of the students answered the question by Indonesian, then the teacher asked the students to answered in English. One of them answered by English. She said “pen friend is the friend who live far away from us”. The



teacher asked to the students “do you have pen friend?”, then one of them raised their hand and said “I have mom, I have more than three mom”. Then the teacher asked to the students “then, how do you keep touch them?”. Then the student who sat in the back of class asked to the teacher “what is the meaning of keep touch mom?”. There was a student that sat in front of the class answered the question “it is make communication with them”. Then the teacher said “yes, Devi is right, and then how do you communicate with them?” one of the student answered “by sending message mom”. There was the students said “by BBM and chat them mom”. In the centre class there was student answered “I keep communication with her by sending a photos and news mom”. Then the students that sat on back of class said “by sending some letters mom” Then the teacher said

“all of your answers are right. Pen friend is our friend that live far away from us. They can our friend that live in same country or another country with us. We can keep touch them by sending message by facebook, tweeter, SMS, BBM, or another chat application in this era. But, don’t forget that in past time, everyone keep touch to their pen friends by sending letters. Now, what language that you use to write the letter or message for your pen friend?

Some of them answered “by Indonesian mom, because my friend live in Jakarta, so her language is same with me”. Then the teacher asked the students, “if your friend live in another country, what the language should we use to sending

message?” Then some of them answered “by English mom”. There was the student that sat in front of class answered “by English mom, because English is the international language, so every country study and understand English to communicate with the person who live in different country”

Then the teacher said;

“yes, it is right. We can send a letter use English in order to our pen friend understands what we meant. It is better if you send letters to your friend that live in same country with us, you use English too. It makes your English skill is better”

All of the students are enthusiastic to the class and the teacher’s explanation. Then the teacher explained to the students by saying

“For our speaking class today, we will study about letter. We know that we have studied about the letter in the writing section, right? so, who do you know what is letter and how the kinds of letter? then one of them says there are two kinds of letter, they are formal and informal letter. Then the teacher asks to them by saying what is the structure of the formal letter?”

Then there was a student answered “the structure of the letter is opening, content, closing, and salutation mom”.

Then the teacher said

“Yes it is right. when we write a letter, we have to pay attention about the structure of letter. But, today we will not study about how to write a letter, because we have studied it on writing class. Now, I would like all of you understand about the letter, and then discuss it with your seat mate, then you have to tell the letter in front of the class by orally and

without paper. You can tell the letter by your own word. Can you?"

In this section, the teacher tried to remind the materials that have studied in the last meeting writing class to application in speaking class. Teacher asked to the students to told the letter that they got in front of the class by their own word, without hand out or paper.

After gave stimulus to all students, the teacher showed the handout to the students to started the material the hand out is a personal letter. The students have to read the letter and then discussed it with their seat mate.

#### b) Associating

After the teacher gave the handout about paper, the teacher wanted to the students went to in front of the class and tell about the letter by their own words. The teacher asks to the students by saying

"Oke students, you have five minutes to read your letter, then after the time is finish, I want you come forward one by one tell your letter in front of the class without the paper. You can tell your letter by your own word. Then, the other please silent when your friend tells in front of the class, and please asks your friend about her/his story about the letter. Can you? Any question?"

The students enthusiastic to read and understood the letter. After they understood the letter, one of them came forward and told about the letter. The other students attention

her and some of them gave her some questions to her. After the first students, the other students followed her to told the letter one by one. This condition going on well until the last students.

The example of the letter that be shared by the teacher was

Dear David

How are you? I'm fine. I'm in London, at the International School of English. I'm in class 3 with eight other students. They're all from different countries - Spain, France, Japan, Argentina, Switzerland, and Thailand. Our teacher's name is Peter Briscall. He's very nice. He's funny and he's a very good teacher.

My new address is at the top of the letter. I'm with an English family, the Browns. Mr and Mrs Brown have three children. Thomas is fourteen, Catherine is twelve, and Andrew is seven. They are all very friendly, but it isn't easy to understand them!

London is very big and very interesting. The weather is cold but sunny, and the parks are beautiful! Hyde Park, Green Park, and St. James' Park are all in the centre. It isn't easy to use the underground, but I understand it now. It's very expensive!

English food is OK, but the coffee is horrible! Write to me soon.

Love, Paola

P.S. Is my English OK?

When there were a wrong pronouncations, the teacher asked to the other students about the correct pronouncation and they discussed together about it. The teacher always corrected the pronouncation and articulation of the students. Then the teacher asked to the students about the difficulties to

this lesson. Students answered that just how to say the right pronunciation. While the students came forward to told about their letter, the teacher walked around the class.

### 3) Closing

In the last steps of teaching letter material, the teacher asked to the students to improved their pronunciation and vocabulary because they can helped the good speaking. The teacher said

“your pronunciation is good enough, but you have to improve it and please add your vocabulary to support your speaking skill. Please, keep speak English, effort whenever you are please say English even just one or two words”

After finished the material the teacher closed teaching learning process by saying *Wassalammulaikum warahmatullahi wabarakatuh* and left the class.

**Table 4.1.a Teacher's Technique in Teaching Speaking Class**

No	Context		Kind of techniques	Explanation
1	Opening		--	--
2	main activity	Observing	Story Telling Technique	a.The teacher started theteaching by reminding the materials about the letter. b. The teacher gave the papper and asked to the students to understood and retold the story in front of the class. It can help the students to improve the students' speaking skill. c. The teacher always asked to the other students to gave feed back for the student that retold in front of the class.
		associating	Story Telling Techniqu	The teacher asked to the students to answered every single question use English by their own words to told the questions.
3	Closing		Story Telling Techniqu	The teacher asked to the students to drilling their pronouncation skill and vocabulary to support their speaking skill.
Students' activity				
The students were enthusiasm in pay attention the explanation by teacher. The students also very actived to answered the question of the teacher. When the teacher asked sto the students to retold the letter, they come forward one by one and the situation of class is running well.				

Based on the table above, it can be concluded that the teacher used story telling technique in the first meeting of teaching letter material. The teacher used this technique to taught letter. The teacher wanted the students can extended the letter by their own words orally.

The story telling is showed in the main activity. At the first time the teacher asked the material about letter. She helped the students to remind about the letter and asked to the students to told their known about the letter. The teacher made the students telling about what they know about the letter orally.

Then, the teacher re-explained about the definition of letter and the structure of the letter. Then the teacher gave handout for the students. It is a letter. The teacher asked to the students to understand the letter and then they have to retold it in front of the class one by one and the other students have to give feedback. It can be questions or give corrections about the pronunciation.

When the student came forward to retold the letter one by one, the teacher always gave review and correcting the pronunciation of the students.

When the teacher gave questions to the students, teacher always asked to the students to tell about their answers. Then the

teacher asked the students to try and drill hard their pronunciation skill to get good telling.

## **b. Second Day Observation**

### **1) Opening**

At the second day, the teacher opened the teaching learning process by saying *Assalammu'alaikum* to greet the students. Then the teacher said their condition in English. The teacher asked the students condition. After that, before starting the main material, the teacher asked the students about the previous material. She asked the students whether there is a home work or not. The students said that this day there is no homework.

### **2) Main activity**

#### **a) Observing**

The teacher asked the students about the previous material by saying “who is still remember what did we study last meeting?” Some of the students answer “Yes, mom..last meeting we studied about letter”. Then the teacher said “So, what kind of letter that we studied last meeting?” One of the student said “Personal letter mom”. Then the teacher asked to the students by saying “oke well, what the structure of the personal letter that you know?” The students answered correctly. They answered the structure of personal letter are



opening, content, closing, and salutation. Their answer was right. It showed on dialogue of the teacher by saying

“Yes, last meeting, we studied about the personal letter. Your answer is right. But, I want one of you please come forward and tell us what you know about personal letter. Please come forward one or two of you. Retell for us in front of the class. Come on, come forward.”

The teacher appreciated the students' answer, but the teacher wanted to the students, one or two of them to retell the material last meeting by their own words in front of the class. The students just silent for two minutes then the teacher said “Are you sure you wasted the quiz score away?” After the teacher said that, one of the students stood from her chair and went in front of the class and told about the material last meeting. After the first volunteer students, it followed by the other students. There are four students that came forward to told the last materials and the teacher said “Oke, enough quiz section is closed. I say thank you and congratulation for the students that have told the material last meeting. Your point is increase”. Every single meeting, the teacher always gave some quiz for the students and gave score for the students that actived in the class.

The teacher asked to the students about the letter that with appendix. It showed in the dialogue of teacher by saying “oke well students, do you ever know the letter with

appendix?” Some of the students answered by saying “Yes Mom, it is te formal letter”. The teacher asked to the students “Yes it is right. But, may the persoal letter has apendixs too?” The students just silent, the the teacher said again “Have you ever get some personal letter and the sender get you some paper be sides the letter?” Then some of student raised her hand and said “Yes mom, I have”. Then the teacher asked to the student to told her experince when she got the letter. It showed in the dialogue of teacher when said “Have you? Good! So please tell it forus Laila”. Then the students told just stood up from the seat. She told that she had get the letter from her cousin. Her cousin lived in Jakarta. Her cousin sent her a letter and a paper that there was signature of member JKT 48, because Laila asked her cousin before. Then the teacher explaind that the letter was the teacher meant. It showed when the teacher said “yes, it is the point, not only a formal letter that there is an appendix, but also the personal letter too. And for this lesson, I have a paper for you that have an appendix.” Then the teacher asked to the students’ readiness.

After gave stimulus to all students, the teacher gave the students a hand out for every single student. The teacher gave the students a letter and the appendix. The appendix was

brochure. The brochure was about Danar Hadi Batik Factory and Boutique. This brochure showed the schedule opening of Danar Hadi Batik Factory to visit by visitors or tourist.

The teacher asked to the students to understood the letter and brochure. The teacher made the class to be two groups. The group was divided according to the brochure. here were two brocures. The differences of brochure was in the schedule. The teacher gave seven minutes to the students to understand the brochure. After the students understood the letter and brochure, the teacher asked to the students to come forward and told the letter.

The brochure that was given by the teacher was:

*Danar Hadi* Batik Museum **features** the history of batik through colours and motifs that produce **stunning** batik cloths. It houses 600 ancient to contemporary batik pieces, each of them comes in beautiful styles and silkiness. There is *Keraton* batik, whose individual style describes a local story and contains several meanings, also unique motifs resulting from the combination of foreign stories and traditional batik design. Visitors can learn how people's day-to-day activities have shaped different varieties of batik. Visitors can also watch the making of hand-made batik and printed batik and their dyeing process at the *Danar Hadi* Batik Factory.

Opening Hours

Admission fee

Daily	09:00 -15:30	Public
Rp. 15,000		
17 <sup>th</sup> of August &		Students
Rp. 7,000		
Islamic Public Holidays	Closed	(by
showing a <b>valid</b> student ID)		

After seven minutes, the teacher called the students randomly. The role of this section was the first student that is called by the teacher had to tell the brochure to the other friend that get differences brochure. Then the student that was told the brochure, she/he has to told her/his brochure to the friend. It meant that every single student must had a partner to told each other about her/his brochure that gotten. This section is running well until the last couple. The students very enthusiasm to did this section. The students was looked very natural with their own word telling. They looked very confidence though there were a little wrong pronouncation or difficult to remind the vocabullary.

b) Associating

The next section, the teacher gave some evaluation to their performance. The teacher sais the she satisfied to their performance, because their performance that day was better than performance last meeting. The students pronouncation and vocabulary was better that last meeting. But, asked to the students to kept drilling and trying to speak in English. The teacher also remind them to keep speak in english every day, in order to it can be their habitual. The teacher suggested to the students to keep loving the English as they as love

Bahasa. Because they would be faced with work that almost all of day they speak in English.

### 3) Closing

In the last step of teaching speaking skill, especially in asking and giving information by brochure, the teacher asked the students to keep their English speaking skill. The students also asked the students to add their vocabulary. The teacher asked the students to increase their confidence in speak up to public. The teacher also asked the students what the difficulties that they faced for this lesson, because this lesson about the brochure will help the students to give information to the tourists or someone to get information by brochure or paper.

After finishing the material, the teacher closed the teaching learning process by saying *Wassalamualaikum warahmatullahi wabarakatuh, see you later* and left the class.

**Table 4.1.b Teacher's Technique in Teaching Speaking Class**

No	Context		Kind of techniques	Explanation
1	Opening		--	--
2	main activity	Observing	Story Telling Technique	<p>a. The teacher started the teaching by giving a quiz. The quiz was about the last meeting, letter. The teacher asked to the students to told the lesson of the last meting in front of the class. The students that came forward and told the material that they got last meeting, they got score from the teacher.</p> <p>b. The teacher asked to the students about the letter that they ever got. Then the teacher asked to the some of students to told about the letter.</p> <p>c. The teacher gave they students a letter with the appendix. The appendix was brochure. The teacher made class to be couple and the students have to told their brochure to the their couple. They told the brochure in front of the class.</p>
		Associating	Story Telling Technique	The teacher gave some evaluation about their performane and asked to the students to improved their confidene in order to they can speak well in front of the public.
3	Closing		Story Telling Technique	The teacher asked to the students to drilling their pronouncation skill, and confidence to speak in front of class or public.

Students' activity
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<p>The students are enthusiasm in quiz at opening class. The students that played the quiz was volunteer and they got score from the teacher. The students told the brochure well. Their performance was very good. It better than last performance. When the teacher called the students to come forward, the students came confidence. The class was running well until the class was end.</p>
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Based on the table above, it can be concluded that the teacher used story telling technique in the second meeting of teaching asking and giving information by brochure. The teacher used this technique to taught asking and giving information from the brochure . The teacher wanted the students could asking and giving information for someone in order to improved their speaking skill.

The Story Telling was showed in the opening. At the opening, the teacher asked some volunteers of students to tell the last material that they got. They must told the materials in front of the class by their own words. The teacher gave the score for the students that told in front of the class.. The teacher named this is quiiz section.

Then in the main activity, at the first time the teacher asked the students about the letter that they ever got. The teacher also asked to the students did the students have get the letter with appendix. One of the student told her experience when she got



the letter with appendix. She told the letter by her own words by stand up from her seat.

After that, the teacher made class to be a couple. The teacher gave the letter with the appedix. The appendix is a brochure. The teacher gives the students seven minutes to study the brochure. After the seven minutes, the teacher asked to the students to come forward by couple,. The teacher asked to the students to told the brochure in front of the class. The couple students had to told the brochure each other. The couple student got difference theme of brochure. Then the first couple choosen the other couple to came forward and practiced their telling in front of the calss. The other students that had no turn yet, they had to payed attention and be allowed to gave commentaries or suggestions.

The teacher gave aprpreciation for the students and gave high score for the best couple. The teacher gave some evaluations about their performance.

The teacher asked to the students to keep drilling and trying to speak up in English. The teacher also asked to the students to keep added the vocabulary. The teacher also asked to the students to incerased their confidence in order to they can speak well in front of the public.

When the students came forward to re told the brochure couple by couple, the teacher always gave review and corrected the pronouncation of the students. The teacher also reviewed about their vocabulary in order to the other stdents that no understood yet about the vocabulary, they can memorized it.

The students always made couple in the class and asks to the studentsto told each other about they knew the brochure. Then the tecaher asked to the students to tried and drilled hard their pronouncation skill to speaking well..

### **c. Third Day Observation**

#### **1) Opening**

At the third day, the teacher opened the teaching learning process by saying *Assalammu'alaikum* to greet the students. Then the teacher asked their condition and who is the absent at that day in English. After that, before started the main material, the teacher asked the students about the previous material.

The teacher gave to the students two of a little papers and calls them randomly. The teachers called four students to came forward. The students that were called by the teacher came to in front of the class calmly. Then the teacher asked them to be two groups and gave the paper for each group. The teacher asked to the students to read and understood about the paper. The teacher

gave five minutes to understand the paper, after they understand the paper, the teacher asked to the students to practiced the paper in front of the class. Then first group practiced the paper. They must to practiced the dialogue about the nurse and the visitors of hospitals. They acted very good and confidence. The second group practiced the paper too. They must to be the student and the teacher. The second group practiced the acted very good. Actually, the teacher always gave the quiz for the students.

The quiz that be played in the opening of class is related with the material that would be studying that day. The quiz is be played by the students randomly. The students that played the quiz was choosen by the teacher. If there was a student that would not came foward to play the quiz, the teacher would gave the punishment for he/she according to the other students wanted. So, every single meeting the students must to ready for their confidence and vocabularies to played game in opening of class.

## 2) Main Activity

### a) Observing

The teacher asked to the students by saying “have you ever goto countryside?” There was student answered by saying “yes mom, I ever go to Malang”. Then some of them just answered “yes mom.” Then the teacher asked to them by

saying “oke, when you goto countryside, what do you bring to help you find the city or location?” Then one of the students answered by using some maps or addres mom”. The teacher said “yes, it is the map. When we go to countryside or abroad, we use a map”. The teacher asked the students by saying “oke what the maps that you know?” Then some of tem answered by saying *world map, Indonesia map, Java map*. The teacher said that all of the answers of them were right. Then the teacher told that today they will study about the local map. It showed in the words

“yes students, I think all of you must be have known what is the map is, and how the shapes it, and what kinds of the map is. But, today we will study about local map it is the map that shows the location or part of the city”.

The students was very enthusiasm to the teacher explanation. The calss was very orderly. The teacher also gave the students they way to read the map and gave some directions to the other person that asked some place, adress, or location of some places.

In this section, the teacher tried to gave information about the map, it was the materis that they would study today.

After gave stimulus to all students, the teacher gave the students a hand out for every single student. The hand out was a local map in one of city in te country. In the map there were some public places. They were hotel, cinema, town hall,

etc. The map showed the street and way to go to some public places. The teacher gave some explanation again about some directions in the map. After that, the teacher asked the students to make a group with their seatmate. The teacher asked them to study the map, the location of the building and memorized the direction that they got. The teacher gave the students seven minutes to study and memorized the directions of the map.

After seven minutes, the teacher called the students randomly. One group consist of two or three students. In front of the class, the teacher asked to one of member the group to chose a lottery. The lottery is consist of the buliding or street or a location in the map. They were allowed to see the map that in the LCD that be showed by the teacher. One student acted as the tourist or visitor and the other student became the citizen that would show the direction. They had to made a dialogue more than three sentences every student. For the other students that had no turned yet, they had to pay attention to the students that practiced in front of the class. They must gave the comentatries to the students that had performance. They can gave comment about their pronouncation, vocabularis, or their eye rolling or ekspression. The commentator was choosen randomly to by

the teacher or by volunteer. At this class, every single student had to spoke up, even the students that did not turn yet. After the first group are finished their performance, they may allowed to chose the other group to performed next. They chose randomly. It lesson ran well.

The map that was given by the teacher was

#### 14 Silver Street

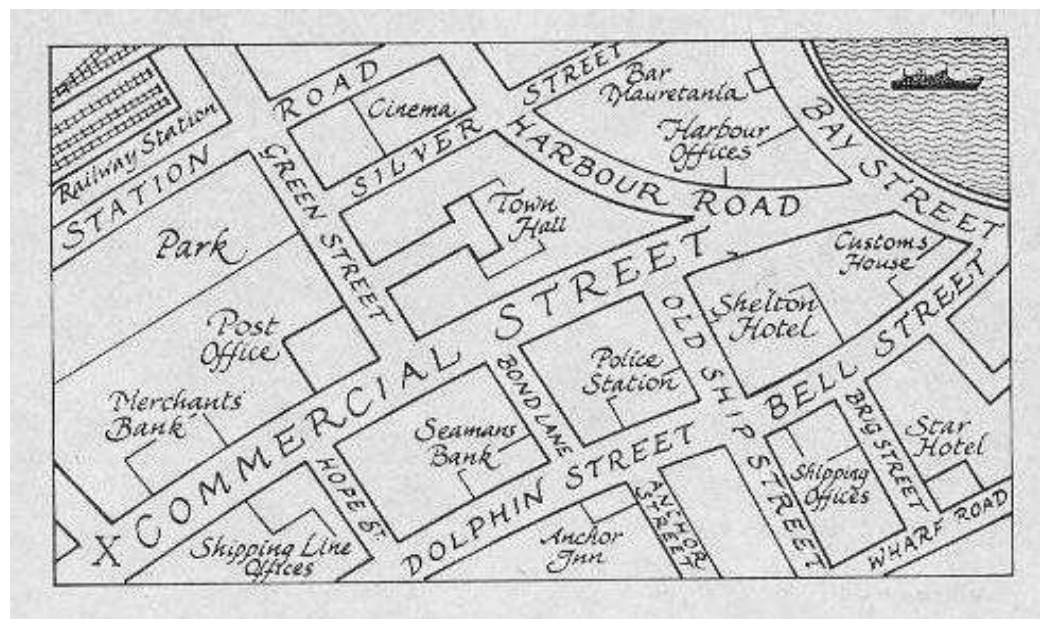
Singapore

3<sup>rd</sup> September

Dear Wayan,

How are you? I'm fine. I'm glad to know that you're going to country this holiday. Here I give you the map you want.

visitmy



The teacher always gave some comment after the performance of every single group, or even just to be judge

when the group that performed and the commentator were had some problems or difference opinions.

b) Associating

The next section, the teacher gave an evaluation to their performance and gave them about their pronunciation. The teacher gave approbation for the students' performance. The teacher asked to the students to improved their pronunciation skill and added their vocabularies. it aimed in order to when the students spoke up in front of the class or in front of public , they could speak well. The students accepted the comment and suggestion from the teacher. The teacher also asked to the students to drilled their confidence by spoke up in front of the public or tried by their selves.

### 3) Closing

In the last step of teaching speaking skill, especially in asking and giving direction by map or local map , the teacher asked to the students to tried to spoke in English, the teacher also asked to the students to added their vocabulary in order to could spoke in English well. The teacher also asked to the students what the difficulties that they found in the material. After that, the teacher asked to the students to memorized about the directions and applied them in the daily communication with friends or English teacher or even for the tourists that they met in the tour.

After finishing the material the teacher closed teaching learning process by saying *Wassalammulaikum warahmatullahi wabarakatuh* and left the class.



**Table 4.1.c Teacher's Technique in Teaching Speaking Class**

No	Context		Kind of techniques	Explanation
1	Opening		--	--
2	main activity	Observing	Role Play Technique	<p>a. The teacher started the teaching by giving quiz. Four students are asked to come forward and made two groups then made a dialogue according to the paper that was given by the teacher.</p> <p>b. The teacher gave the students a paper. The paper was map/local map. the teacher gave explanation about the direction of map.</p> <p>c. The teacher asked to the students to made a group with their seatmate. Then they had to came forward and practice dthe dialogue by took the lottery. They have to acted as the character that was written in the lottery that was given by the tacher.</p> <p>d. The teacher asked the other groups of class to gave comentaries to the group that had performance.</p>
		Associating	Role Play Technique	The teacher gave some evaluations about their performance and asked to the students to improved their confidene in order to they could spoke well in front of the public.
3	Closing		Role Play Technique	The teacher asked to the students to drilled their pronouncation skill, and confidence to spoke in front of class or public.

Students' activity
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<p>The students are enthusiasm in quiz at opening class . They played their acted and character well. The also payed attention the explanation by teacher. The students also very actived to answered the question of the teacher about the asking and giving direction. When the teacher asked to the students to came forward randomly. they did the tasks very well and correctly. The class was running well.</p>
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Based on the table above, it could be concluded that the teacher used role play technique in the third meeting of teaching asking and giving direction. The teacher uses this technique to teach asking and giving direction of the map. The teacher wanted the students could asking and giving direction for someone in order. It could improve their speaking skill.

The Role Play was showed in the opening. At the opening, the teacher called four students and made them in to two groups and practiced the dialogue by their own words. The teacher named this is quiz section. The students were asked to acted to be the person that was written in the paper. Then in the main activity. At the first time the teacher asked the students about the maps, the teacher made the students to always answered her questions orally. The teacher helped the students thought about the maps and showed them how to read and explained to the other person. The teacher asked to the students to made a group with their seatmate. The group consist of two or three members. Then the teacher asked to the students to study about the map

and the direction of the map that had explained by the teacher. Teacher gave time seven minutes for them to study the materials about the asking and giving direction. After seven minutes, the teacher asked the students to come forward. One group of the students came forward was chosen by the teacher randomly. One member of the group had to choose a lottery that have prepared by the teacher. They had to act as the character that have written in the lottery. For the students or group that are not turn yet, they have to give commentaries or suggestions for the group that performed. After the first group, the first group had to choose the other group to perform in front of the class. The group chosen by randomly. The other group acted as a commentator. It was going on until the last group.

The teacher explained again about the maps and the material about asking and giving directions. The teacher gave some evaluation about their performance.

The teacher asked the students to memorize the direction and then they had to practice and practice it again in every where.

When the student came forward to retell the letter one by one, the teacher always reviewed and corrected the pronunciation of the students. The teacher also reviewed about

their vocabularies in order to the other students that no understood yet about the vocabularies could memorized it.

The teacher always made group in the class and asked to the students to acted as she wanted, and the students had to practiced it in front of the clas. Then the tecaher asked to the students to tried and drilled hard their pronouncation skill to speaking well.

#### **d. Fourth Day Observation**

##### **1) Opening**

At the fourth day, the teacher opened the teaching learning process by saying *Assalammu'alaikum warrahmatullahi wabarakatuh* to greeted the students. Then the teacher asked their condition. After that, before started the main material, the teacher asked the students about the previous material. The previous material was about asking and giving direction from the map.

The teacher gave to the students two of a little papers and called them randomly. The teachers called six students to came forward. The students that called by the teacher was coming to in front of the class calmly. Then the teacher asked them to be two groups and gave the paper for each group. Every group has three members. The teacher asked to the students to read and understood about the paper. The teacher gave five minutes to

understood the paper, after they understood the paper, the teacher asked to the students to practiced the paper in front of the class. Then first group practiced the paper. They had to practiced the dialogue about the backpacker tourists and the employe of money changer. They acted very good and confidence. The second group practiced the paper too. They had to be the doctor and the patient and her brother. The second group acted very good. Actually, the teacher always gave the quiz for the students. It aimed to incrased their ability in speaking English. The quiz that be played in the opening of class is related with the material that would be studying that day. The quiz is be played by the students randomly. The students that played the quiz was choosen by the teacher. If there was a student that would not came foward to played the quiz, the teacher gave the punishment for he/she according to the other students wanted. so, every single meeting the students had to ready for their confidence and vocabularies to played game in opening of class. The students were looked very enthhusiasm to do this section.

## 2) Main Activity

### a) Observing

The teacher asked to the students by saying “I think all of you ever go to picnic or touring , right?”. Some of the

students answered “Yes mom”. Then the teacher asked one or two of students to told their experiences when they had picnic or tour. There was Roby, the student that told his experience when he went to picnic. He said he went to the Bali for a few day. He went there by bus and ship. He went there with his mother. Then the teacher asked to Robby by saying “Did you use tour guide to companied you and your mother to rounded of Bali?” Roby answered that he used the tour guide because he used travel agency. Then the teacher asked him what the language that the tour guide used. Robby answers that the tour guide used was Indonesian and Bali language. Then the teacher asked to the students by saying “For all of the students. Do you ever know the tour guide by using English?” The students said that they ever saw in the *Kraton Kasunanan Surakarta*. Then the teacher explained that they study about tour guide for today. It showed in the dialogue of the teacher when said “Oke class, today we will study about tour guide. are you ready?”

The teacher gave a paper for the students the paper was about giving guiding as tour guide. The paper was about Round London Tour. The teacher divided the calss became some groups. One group consist of five members. The teacher asked the students to studied the paper. They had to

discussed the paper and then practiced the paper in front of the class. In the paper, the teacher gave some themes and the students chose one of the theme. Teacher gave ten minutes for the students to studied the paper.

The paper that was given by the teacher for the students was

**Task** *In a group of four, make a conversation like the dialogue above using one of the extracts from brochures below, then demonstrate in front of the class.*

**1. SOLO CITY TOUR**

*Coach leaves from The Sunan Hotel, Solo, 10.00, not Sundays*

*Tour duration : 5 ( return The Sunan Hotel 15:00)*

*Kampung Batik Laweyan (45 hour) – Kasunanan Palace (30 minutes) – lunch in Galabo – Pasar Gede (the biggest traditional market – 30 minutes) – Triwindu Antique Market (45 minutes) – Mangkunegaran Castle (30 minutes)*

**2. ROUND MOSCOW TOUR**

*Coach leaves from Hyatt Hotel, Moscow, 10.00, not Sundays*

*Tour duration : 5 ( return Hyatt Hotel 15:00)*

*Moscow Kremlin (45 hour) – Saint Basi'sl Cathedral (45 minutes) – lunch in a restaurant nearby – Red Square ( 20 minutes) – Gorky Park (20 minutes) – Pushkin Museum (45 minutes)*

**3. ROUND SEOUL TOUR**

*Coach leaves from Royal Hotel, Seoul, 10.00, not Sundays*

*Tour duration : 5 ( return Royal Hotel 15:00)*

*Gyeongbokgung (30 hour) – Changdeokgung (30 minutes) – Seoul Tower (city view and lunch in a restaurant – 1 hour) – Myeong-dong( 1 hour)*

The students had to acted as tour guide and tourist. The tour guide and the tourist hade o activated in speaking. The number

of their dialogue influenced their score. So, they had to actived in speaking and maked dialogues.

After ten minutes the students finished made the dialogue. The teacher asked to them who wanted to be a volunteer that would be the first group that performed. Teacher always gave best score for the first students performed. The first group came forward. The first group chose the Round Moscow Tour. One of the member of group became tour guide and the other one acted as tourists that very actived on asking. They looked very internalized role. They played their role well. After the first group, the teacher gave the evaluation and gave some suggestions from them. Then the teacher asked them to chose other group to performed in front ot the class. For the group that ejected the comand of other group, they got punishment from the previous group. This section was going on very well until the last group.

The teacher always gave some comment after the students performance every single group, or even just to be judge when the group that performed and the commentator have a problem or defference opinion.

#### b) Associating

The next section, the teacher gave an eveluation to their performance pronouncation. The teacher gave approbation



for the students' performance. The teacher asked to the students to improve their pronunciation skill and added their vocabulary in order to speak up in front of the class or in front of public, they could speak well. The teacher always said to the students to more study about the vocabulary in guiding, because they will practice to be tour guide after that. The students accepted the comments and suggestions from the teacher. The teacher also asked to the students to drill their confidence by spoke up in front of the public or tries by their selves.

### 3) Closing

In the last step of teaching speaking skill, especially in giving guiding as tour guide, the teacher asked to the students to drill their speaking skill, the teacher also asked to the students to add their vocabulary in order to could speak English well. The teacher also asked to the students what the difficulties that they found in the material. After that, the teacher asked to the students to add their vocabularies about tour guide.

After finished the material the teacher closed teaching learning process by saying *Wassalamualaikum warahmatullahi wabarakatuh* and left the class.

**Table 4.1.d Teacher's Technique in Teaching Speaking Class**

No	Context		Kind of techniques	Explanation
1	Opening		--	--
2	main activity	Observing	Role Play Technique	<p>a. The teacher started the teaching by giving quiz. Six students were asked to come forward and made two groups then made a dialogue according to the paper that was given by the teacher.</p> <p>b. The teacher gave the students a paper. The paper was about to be tour guide. The paper was about how to giving guiding and asking to the tour guide.</p> <p>c. The teacher asked to the students to made a group with five members. Then they had to chose the theme which was written in the paper. After they chose the theme, they had to made a dialogue and practiced in front of the class without paper or dictionary.</p> <p>d. The teacher asked the students to came forward and practiced their dialogue. They have acted as a tour guide and tourists. All of the member had to be actived in speaking, because their score was individual.</p> <p>e. The teacher asked the other groups of class gave comentaries to the groups that hae performed.</p>

		Associating	Role Play Technique	The teacher gve some evaluations about their performane and asked to the students to improved their confidene in order to they can speak well in front of the public.The teacher asked to the students to added the vocabularies about tour guide.
3	Closing		Role Play Technique	The teacher asked to the students to drilled their pronouncation skill, and confidence to speak in front of class or public. The teacher also asked to the students to added their vocabulary about tour guide and some place in Indonesia that always be centre point of tourist.
<b>Students' activity</b>				
The students were enthusiastic in quiz at opening class . They played their acted and character well. The also payed attention the explanation by teacher. The students also very actived to answer the question of the teacher about the giving guiding as tour guide. When the teacher asked to the students to came forward randomly they did the tasks very well and correctly. They looked very confidence and actived in speaking English. The class was running well until the end of lesson.				

Based on the table above, it could be concluded that the teacher used role play technique in the fourth meeting of teaching giving guiding as a tour guide . The teacher used this technique to teach giving guiding as a tour guide. The teacher wanted the students could asking and giving guiding as a tour guide. It could improved their speaking skill.

The Role Play was showed in the opening. At the opening, the teacher called six students and made them in to two groups

and practiced the dialogue by their own word. The teacher gave theme in a little paper and the students had to practice the dialogue. The teacher named this is quiz section. The students are asked to act to be the person that was written in the paper. Then in the main activity. At the first time the teacher asking the students about the tour guide, the teacher made the students to always answered her questions orally. The teacher helped the students thought about the tour guide and how to spoke and made dialogue with tour guide. The teacher asked to the students to make a group. The group consist five members. Then the teacher asked to the students to study about the asking and giving guiding in the paper that given by the teacher. Teacher gave times ten minutes for them to study the material about the giving guiding as tour guide. After ten minutes, the teacher asked the students to come forward. One group of them came forward to be volunteer and get the best score from the teacher. The students acted as tour guide and tourists. The theme of their performance was according to their choice in the option that teacher gave in the paper. For the students or group that were not turn yet, they had to give commentaries or suggestions for the group that performed. After performed, the first group had to chose the other group to performed in front of the class. The group was chosen randomly. The other group acted as a

comentator. It going on until the last group. The students looked very enthusiasm.

The teacher expalined again about how to giving guiding as a tour guide . The teacher gave some evaluations about their performance. The teacher gave good score for this lesson.

The teacher asked to the students to added their vocabulary in tour. At. The teacher also asked to the students to added their knowledge about the tourist area in their city or even country.

When the student comes forward to practiced their dialogue orally, the teacher always reviewd and corrected the pronouncation of the students. The teacher also reviewd about their vocabularis in order to the other stdents that no understand yet about the vocabularis.

The teacher always made group in the class and asked to the students acted as she wanted, and the students have to practiced it. Then the tecaher asked to the students to tried and drilled hard their pronouncation skill. The teacher also asked to the students to added their vocabularies in tour.

#### **e. Fifth Day Observation**

##### **1) Opening**

At the fifth day, the teacher opened the teaching learning process by saying *Assalammu'alaikum warrahmatullahi wabarakatuh* to greeted the students. Then the teacher asked

their condition. After that, before started the main material, the teacher asked the students about the previous material. The previous material was about giving guiding as a tour guide.

The teacher gave to the students four of a little papers and calls them randomly. The teachers calls four students to come forward. The students that called by the teacher came in front of the class calmly. Then the teacher asked them to be two groups and gave the paper for each group. Every group had two members. The teacher asked to the students to read and understood about the paper. The teacher gave three minutes to understood the paper, after they understood the paper, the teacher asked to the students to practiced the paper in front of the class. Then first group practiced the paper. They have to practiced the dialogue about the seller and buyer. They acted very good and confidence. The second group practiced the paper too. They have to be the doctor and the patient. The second group acted very good. The third group practiced the paper too. They acted looked real with their properties. The students were given the theme on the papers from the teacher and the they made a dialogue spontanly.

As usual, the teacher always gave the quiz for the students. It aimed to increased their ability in speaking English. The quiz that be played in the opening of class was related with the material

that would be studying that day. The quiz was be played by the students randomly. The students that played the quiz was choosen by the teacher. If there was a student that would not came foward to played the quiz, the teacher gave the punishment for he/she according to the other students wanted. So, every single meeting the students have to ready for their confidence and vocabulary to played game in opening of class. The students was looked very enthhusiasm to do this section.

## 2) Main Activity

### a) Observing

The teacher asked to the students by saying “Do you remember about our previous lesson?”. The students answered by saying “Yes mom. The last meeting we studeied about tour guide”. Almost al of the students remebered what they studied last meeting. Then the teacher asked to the students to remembered what do the things that they did when they would be tour guide. There was a student that answered the teacher and explained about what the important things that they had to do payed attention when they would be the good tour guide.

After giving stimulus for the students about the prvious lesson, the teacher asked to the students to searched their couple. They must had a couple to made a group. After they

had a couple, the teacher gave a paper. One group had one paper. The teacher asked to the students to studied and understood the paper.

The paper was their tasks. The content of the paper was the theme that they had to did. The paper contain a tour area that they would explained to the tourists. The teacher gave ten minutes to the students to discussed the dialogue or their explanation. Every group had to be a couple of tour guide, so they had to explain the tuor area to the tourist. It needed a good communicating with the partner. The teacher let the students to wentto Moke up. Moke up wasthe bus without mechine that used to practice the guiding. It was equipped by the LCD and television or monitor to explained the tour place. So, in the Moke up made the students felt like a real tour guide.

The choice that the teacher was given as ;

*The students have act to be tour guide. they have make a couple with their partner to be tour guide. they guide the torists in the bus before arrived in the tour place.*

*The tour place are:*

1. *Prambanan Temple*
2. *Borobudor Temple*
3. *Sukuh Temple*



4. *Cetho temple*
5. *Grojogan Sewu*
6. *Sarangan Lake*
7. *Gajah Mungkur*
8. *Solo Edu Park*
9. *Balekambang Park*
10. *Pok Tunggal Beach*
11. *Siung Beach*
12. *Indrayanti Beach*
13. *Baron Beach*
14. *Jogan Beach*
15. *Sundak Beach*
16. *Krakal Beach*
17. *Gelatik Cave*
18. *Seropan Cave*

After they entered the Moke up, the teacher called the students group by group and let them to did their acted as a tour guide. The other students became tourists and had to gave some questions or just some respons for the giude. Every words they spoke was given score by the teacher. The teacher sat in the back of Moke up. Every group was given

five minutes to explained their tour place. They looked very internalized role. They played their role well.

The teacher gave some comment after the last performance. The teacher also gave suggestion and evaluations for their performance.

b) Associating

The next section, the teacher gave some evaluations to their performance and gave them about their pronunciations. The teacher gave approbation for the students' performance. The teacher asked to the students to improved their pronunciation skill and added their vocabulary in order to spoke up in front of the class or in front of public , they can spoke well. The teacher always said to the students to more studie about the vocabularies in guiding the teacher asked to the students to increased their knowledge of the local or foreign tour place. The students accepted the comment and suggestion from the teacher. The teacher also asked to the students to drilling their confidence by spoke up in front of the public or tries by their selves.

### 3) Closing

In the last step of teaching speaking skill, especially in tour guide, the students asked to the students to keep drilled their speaking skill. The teacher also asked to the students to added their vocabulary in order to could spoke in English well. The teacher also asked to the students what the difficulties that they found in the material. After that, the teacher asked to the students to added their vocabulary about tour guide.

After finishing the material the teacher closed teaching learning process by saying *Wassalammulaikum warahmatullahi wabarakatuh* and left the class.

**Table 4.1.e Teacher's Technique in Teaching Speaking Class**

No	Context		Kind of techniques	Explanation
1	Opening		--	--
2	main activity	Observing	Role Play Technique	<p>a. The teacher started the teaching by giving quiz. Four students were asked to came forward and made two groups then made a dialogue according to the paper that was given by the teacher. The teacher gave three minutes to made dialogue spontanly.</p> <p>b. The teacher asked the students to made a group that had two members. The teacher gave a paper, in the paper there was a name of tour place that they had to explained to the tourists.</p> <p>c. The teacher gave fiveminutes to group to made explanation with the partner.</p> <p>d. The teacher let the students to went to Moke up and practiced in there.</p> <p>e. The other students sat in the seat of bus and gave the tour guide some questions or respons</p> <p>f. every single word that the students said, the teacher gave score for it..</p>
		Associating	Role Play Technique	<p>The teacher gave some evaluationa about their performane and asked to the students to improved their knowledge about the tour palce .The teacher asked to the students to added the vocabularies about tour guide.</p>

3	Closing	Role Play Technique	The teacher asked to the students to drilled their pronouncations skill, and confidence to spoke in front of class or public. The teacher also asked to the students to added their vocabularies about tour guide and some places in Indonesia that always be centre point of tourist.
<b>Students' activity</b>			
The students were enthusiasm in quiz at opening class . They played their acted and character well. The students practiced their expalantion about the tour places clearly. They made good team work with the partner when they explained and giving guiding in the Moke Up.They were looked very confidence and actived in speaking English. The class was running well until the end of lesson.			

Based on the table above, it could be concluded that the teacher used role play technique in the fifth meeting of teaching giving guiding as a tour guide . The teacher used this technique to teach to be a tour guide. The teacher wanted the students could be a tour guide. It could improved their speaking skill.

The Role Play was showed in the opening. At the opening, the teacher called four students and made them in to two groups and practiced the dialogue by their own words. The teacher gave theme in a little paper and te students had to practiced the dialogue and acted as the characters that was written in the paper. The teacher named this is quizz section. The students were asked to acted to be the person that is written in the paper. Then in the main activity. At the first time the teacher asked the

students about the previous lesson material. It was about giving guiding as tour guide. The teacher made the students always answered her questions. She was just accepted the answered in English.

The teacher asked to the students to made a group. The member of group are two students. The teacher asked to the students to made an explanation about tour places and expalined it in the Moke up or bus that used to practiced the students when became a tour guide. The teacher asked the students to practiced as a tour guide and the other students acted as tourists that gave respons or some questions. Every single word that they spoke, the teacher would gave the score.

The teacher asked to the students to added their vocabularies in tour.the teacher also asked to the students to added their knowledge about the tourist area in their city or even counties

The teacher gave some evaluation and suggestion in the end of performance. The teacher also reviewed about their vocabularis, pronouncations, and articulations

The teacher always made group in the class and asked to the students acted as she wanted, and the students had to practiced it. Then the tecaher asked to the students to tried and drilled hard

their pronouncation skill to speaking well. The teacher also asked to the students to added their vocabularies in tour.

**2. The Implementation of Techniques that Used by the English Teacher in Teaching English Speaking Skill at Second Grade *Usaha Perjalanan Wisata* Department at 11 UPW 1 of SMK N 6 Surakarta in the Academic Year of 2016/2017**

The Role play techniques is suitable technique to teach Senior High School especially in Tour and Travel department. This technique is good to teach the Tour and Travel department because it can makes the students enjoy, fun, and absence of the stress in learning procces. It is also very memorable.

The role play technique is the right technique to teach Tour and Travel department, because in Tour and travel department the students are expected to speaking English well. The students of this department need more speak up in English because they will work faced many tourists. So, the Role play is good technique to increase the English speaking skill of students.

The implementation of role play as one of active learning technique will gives positive impact in the succes of teaching because it makes the students enthusiastic and active to speak up. It is also found that the students are highly motivated and peased to learned the language by using this technique in teaching English speaking.

The procedure of the application of Role Play technique in speaking class are as following;

- a. Deciding material for discussing
- b. Selecting situation and creating dialogue text
- c. Teaching the dialogue
- d. Practicing the dialogue
- e. Modifying the situation and dialogue, and
- f. Presenting the dialogue in front of the class

The story telling is offered as a teaching technique which is regarded very powerful for improving student's speaking skill. The story telling is the technique that suitable to teach Tour and Travel department. Using this technique, the teacher can drilling the students' speaking skill. The students always speak up in front of the class and in front of the friend. It makes the students to be more confidence to speak up in front of the public. It makes the students can increase their speaking skill.

## **B. Discussion**

SMK N 6 Surakarta is the one of Senior High School is surakarta that has the special program, it is English Day. It is the day when all of the member of school have to speak up in English, even in the canteen. This program is made by the head master because the school wants apply English as the foreign language in the school, even in the daily communication. It is appropriate with theory of (Broughton, 2003:1 ), states In this era English



becomes the most important language in the world. It is resulted by the development of science and technology that influences people in the world which have different background language. There are so many countries in the world. Each country has its own language. English is the most widely used weather as the mother tongue, second language or as foreign language.

In the Communicative Language teaching method there are several techniques that can applied when teaching English speaking; such as Story telling and role play. The teacher used Story telling and Role play technique when she taught tour and travel department's students. These technique is very suitable to improve the students communicative competence it is suitable with the teory that stated by Hymes (1972) in Fauziati "The Goal of the Language teaching is develop communicative competence".

**1. The techniques that used by the teacher in second grade *Usaha Perjalanan Wisata* department of SMK N 6 Urakarta in the Academic Year of 2016/2017**

In the *Usaha Perjalanan Wisata* department of SMK N 6 Surakarta, English is the lesson that be special, because English is the way to get the point of the guiding. *Usaha Perjalanan Wisata* department is the department of SMK N Surakarta that makes the English is the main lesson, because the point of guiding is speakinh English. It appreopriate with theory of Hymes in (Endang Fauziati 2010:5), states teaching of

skill has become central in foreign language classroom. The goal of teaching speaking skill is communicative efficiency. This means that all learners should be able to make themselves understood, using their proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking is central communication and to make it fluency, learners have to practice it everywhere with the others. In the *Usaha Perjalanan Wisata* department, English is the central lesson.

The teacher's techniques in teaching English speaking *Usaha Perjalanan Wisata* at SMK N 6 Surakarta in the academic year of 2016/2017 is role play and story telling. It can increase the students speaking skill. These techniques make the students more creative in making sentences, dialogues, or some story by their own words.

From the statements above, it can be concluded that the techniques that used by the teacher are role play and story telling to teach English speaking. The techniques make the students more creative to make dialogues or sentences and act as the characters in the daily life. The techniques that teacher uses make the students can be good speakers and good tour guides. It is why the SMK N Surakarta can be centre of international Senior High School in Surakarta.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

On the teaching speaking skill especially in giving direction materials, the teacher uses Role play and story telling technique. Role play technique is the technique that the students have to play according to the role. They can act the character in the daily live. This technique can makes the students to be creative and active to speak. This technique is suitable to the *Usaha Perjalanan Wisata* department because this technique makes the students increase their vocabulary, drill their pronunciation, and their speaking skill.

The teacher also uses the story telling technique to teaches the giving direction materials. It technique is very suitable for the students in *Usaha Perjlanan Wisata* department because it makes the students can increase their vocabulary and their confidence. Teaching English speaking using this technique makes the students to be active and the class is very funy. It makes the students have no bored in the calss.

#### B. Suggestion

##### 1. The Teacher

On teaching speking skill, the teacher should be more creative. May be in the quiz at opening the calss, the first group that performance in front of the class can makes the theme too. So, the students not only just make dialogue and practic, but also they can

make the theme of the quiz. Over all the technique that used by the teacher is creative and make the class active and enjoy.

For the story telling, it can be more funny if the students make a story by their own word, then they telling to the friend and the friend tells it to other friend until the last students. It can increase the students' team work too.

## 2. Students

The students in 11 UPW 1 is very active and creative, but it will be better if the students should adding the vocabulary or discussing about vocabulary to the students in order to when they performance in front of the class there is no wrong pronunciation and vocabulary any more.

## 3. School

To the school, the researcher suggest to the school to add the schedule of the students tonpractice in the Moke up. the students's time to study in the Moke up is very fast. It should be better if there is longer time to study in Moke up in order to the students can drill their speaking ability in there more longer.

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## **Appendices 1. Field Note of Research**

### **A. Observation result**

In the classroom observation the researcher observes in 11 UPW 1 classroom of second grade students.

Here are the details of the class observations;

#### **1) Class observation 1**

**Name of class** : 11 UPW class

**Participant** : Thirty students

**Time** : Saturday, September 10<sup>th</sup> 2016

The researcher observed on Saturday in 11 UPW 1, teaching learning process was going to in classroom. Before the English lesson began, Mrs. Ana as the English teacher allowed the reseacher to enter the class. After that the researcher sat at the back for making observation on the teaching learning activities. Firstly, Mrs. Ana started the teaching learning activities by greeting, “*Assalamualaikum, Good morning students?*”. Then she asked the student’s condition, to make communication with thw students by saying “*How are you today class?*”, and the student answer “*Good morning mom, we are wonderful*” . When seeing the researcher joined the class, one of the students asked the teacher who the researcher is. The teacher explained

to them that the researcher would like to conduct research in this class; the teacher asked them to be polite. After knowing the class is already to start the teaching learning process, the teacher said to them that they will study about telling a letter.

The teacher began the class by asking “do you know what is the pen friend?” Some of the students answer the question in Indonesian then the teacher asked the student to answered in English. One of the student answered by English. She said “pen friend is the friend who live far away from us”. The teacher asked to the students “do you have pen friend?”, then one of them raised her hand and say “I have mom, I have more than three mom”. Then the teacher asked to the students “then , how do you keep touch them?”. Then the student who sat in the back of class answered to the teacher “what is the meaning of keep touch mom?”. There is a students that sat in front of the class answered the question “it is make communication with our penfriend”. Then the teacher said "yes, Devi is right, and then how do you communicate with them?” one of the student answered “by sending message mom”. There is the students said “by bbm and chat them mom”. In the centre class there is student answered “I keep communication with her by sending a photos and news mom”. Then the students that sat on back of class said “by sending some letters mom” Then the teacher said

“all of your answers are right. Pen friend is our friend that live far away from us. They can our friend that live in same country or another country with us. We can keep touch them by sending messsage by facebook, tweeter, SMS, BBM, or another

chat application in this era . But, don't forget that in past time, everyone keep touch to their pen friends by sending letters. Now, what language that you use to write the letter or message for your pen friend?"

Some of the students answered "by Bahasa Indonesia mom, because my friend live in Jakarta, so her language is same with me". Then the teacher asked "then , if your friend live in another country, what the language should we use to sending message?". Some of the students answered by "English mom". There is the students that sat in front of class answered "by English mom, because English is the international language, so every country study and understand English to communicate with the person who live in defferent country". The teacher said

"yes, it is right. We can sending a letter use English in order to our pen friend understands what we meant. It is better if you send letters to your friend that live in same country with us, you use English too. It makes your English skill is better"

All of the students are enthusiastic to the class and the teacher's explanation. Then the teacher explained to the students by saying

"For our speaking class today, we will study about letter. We know that we have stdudied about the letter in the writing section , right ? so, who do you know whatis letter and how the kinds of letter ? then one of them says there are two kinds of letter, they are formal and informal letter. Then the teacher asks to them by saying what is the structure of the formal letter?"

Then there was a students answered "the structure of the letter is opening, content, closing, and salutation mom". Then the teacher said

"Yes it is right . when we write a letter, we have to attention about the structur of letter. But, today we will not study



about how to write a letter, because we have studied it on writing class. Now, I would like all of you understand about the letter, and then discuss it with your seat mate, then you have to tell the letter in front of the class by orally and without paper. You can tell the letter by your own words. Can you?"

In this section, the teacher tried to remind the materials that have studied in the last meeting writing class to application in speaking class. Teacher asked to the students to tell the letter that they got in front of the class by their own words, without hand out or paper.

After gave stimulus to all students, the teacher showed the handout to the students to start the material the hand out was a personal letter. The students have to read the letter and then discussed it with their seat mate. Before they told in front of the class.

After the teacher gave the handout about paper, the teacher wanted to the students went to in front of the class and told about the letter by their own words. The teacher asked to the students by saying “

“Oke students, you have five minutes to read your letter, then after the time is finish, I want you come forward one by one tell your letter in front of the class without the paper. You can tell your letter by your own words. Then, the other please silent when your friend tells in front of the class, and please asks your friend about her/his story about the letter. Can you? Any question?”

The students enthusiastic to read and understood the letter. After they understood the letter, one of them came forward and told about the letter. The other students attention her and some of them gave her some questions to her. After the first students, the other students followed her

to told the letter one by one. This condition going on well until the last students.

When there were some wrong pronouncations, the teacher asked to the other students about the correct pronouncation and they discussed together about it. The teacher always corrected the pronouncation and articulation of the students. Then the teacher asked to the students about the difficulties to this lesson. Students answer that just how to say the right pronouncation. While the students came forward to told about their letter, the teacher walked around the class.

In the last steps of teaching letter material, the teacher asked to the students to improved their pronouncation and vocabulary because they can help the good speaking. The teacher said

“your pronouncation is good enogh, but you have to improve it and please add your vocabulary to support your speaking skill. Please, keep speak English, efford whenever you are please say English even just one or two words”

After finished the material the teacher closed teaching learning process by said *Wassalammulaikum warahmatullahi wabarakatuh* and left the class.

## **2) Second Day Observation**

**Name of class : 11 UPW 1**

**Participant : Thirty six students**

**Time : Saturday, September 17<sup>th</sup> 2016**

The researcher observed on Saturday, September 17<sup>th</sup> 2016 at 11 UPW 1 class class. The teaching learning activities began at 07.30 am. The researcher sat at the back for making observation for teaching and learning activities after meet with the student. The teacher began the class with saying *Basmlah*, after that are greeting ‘Good morning student!’. The student is look enthusiast to English class. Then she asked about the student’s condition, “How are you today class?”. Then the studen After that, before started the main material, the teacher asked the students about the previous material. She asked the students whether there is a home work or not. The students said that this day there is no homework

The main activities, the teacher asked the students about the previous material by saying “who is still remember what did we study last meeting?” Some of the students answer “Yes, mom..last meeting we studied about letter”. Then the teacher said “So, what kind of letter that we studied last meeting?” One of the student said “Personal letter mom”. Then the teacher asked to the students by saying “oke well, what the structure of the personal letter that you know?” The students answered correctly. They answered the structure of personal letter are opening, content, closing, and salutation. Their answer was right. It showed on dialogue of theacer by saying

“Yes, last meeting, we studied about the personal letter. Your answer is right. But, I want one of you please come forward and tell us what you know about personal letter.

Please come forward one or two of you. Retell for us in front of the class. Come on, come forward.

The teacher appreciated the students' answer, but the teacher wanted to the students, one or two of them to retold the material last meeting by their own words in front of the class. The students just silent for two minutes then the teacher said "Are you sure you wasted the quiz score away?" After the teacher said that, one of the students stood from her chair and went in front of the class and told about the material last meeting. After the first volunteer students, it followed by the other students. There are four students that came forward to told the last materials and the teacher said "Oke, enough quiz section is closed. I say thank you and congratulation for the students that have told the material last meeting. Your point is increase". Every single meeting, the teacher always gave some quiz for the students and gave score for the students that actived in the class.

The teacher asked to the students about the letter that with appendix. It showed in the dialogue of teacher by saying "oke well students, do you ever know the letter whith appendix?" Some of the students answered by saying "Yes Mom, it is te formal letter". The teacher asked to the students "Yes it is right. But, may the persoal letter has apendixs too?" The students just silent, the the teacher said again "Have you ever get some personal letter and the sender get you some paper be sides the letter?" Then some of student raised her hand and said

“Yes mom, I have”. Then the teacher asked to the student to told her experince when she got the letter. It showed in the dialogue of teacher when said “Have you? Good! So please tell it forus Laila”. Then the students told just stood up from the seat. She told that she had get the letter from her cousin. Her cousin lived in Jakarta. Her cousin sent her a letter and a paper that there was signature of member JKT 48, because Laila asked her cousin before. Then the teacher explained that the letter was the teacher meant. It showed when the teacher said “yes, it is the point, not only a formal letter that there is an appendix, but also the personal letter too. And for this lesson, I have a paper for you that have an appendix.” Then the teacher asked to the students’ readiness.

After gave stimulus to all students, the teacher gave the students a hand out for every single student. The teacher gave the students a letter and the appendix. The appendix was brochure. The brochure was about Danar Hadi Batik Factory and Boutique. This brochure showed the schedule opening of Danar Hadi Batik Factory to visit by visitors or tourist.

The teacher asked to the students to understood the letter and brochure. The teacher made the class to be two groups. The group was divided according to the brochure. here were two brocures. The differences of brochure was in the schedule. The teacher gave seven minutes to the students to understand the brochure. After the students understood the letter and brochure, the teacher asked to the students to come forward and told the letter.

After seven minutes, the teacher called the students randomly. The role of this section was the first student that is called by the teacher had to tell the brochure to the other friend that get differences brochure. Then the student that was told the brochure, she/he has to told her/his brochure to the friend. It meant that every single student must had a partner to told each other about her/his brochure that gotten. This section is running well until the last couple. The students very enthusiasm to did this section. The students was looked very natural with their own word telling. They looked very confidence though there were a little wrong pronouncation or difficult to remind the vocabullary.

The next section, the teacher gave some evaluation to their performance. The teacher sais the she satisfied to their performance, because their performance that day was better than performance last meeting. The students pronouncation and vocabulary was better that last meeting. But, asked to the students to kept drilling and trying to speak in English. The teacher also remind them to keep speak in english every day, in order to it can be their habitual. The teacher suggested to the students to keep loving the English as they as love Bahasa. Because they wolud be faced work that almost all of day they speak in English.

In the last step of teaching speaking skill, especially in asking and giving informtion by brochure, the teacher asked to the students to keot their English speaking skill. The students also asked to the students to added their vocabulry. The teacher asked to the students to increased

their confidence in speak up to public. The teacher also asked to the students what te difficulties that they faced for this lesson, because this lesson about the brochure will helped the students to gave information to the tourists or someone to get information by brochure or paper.

After finished the material, the teacher closed teaching learning process by saying *Wassalammulaikum warahmatullahi wabarakatuh, see you latter* and left the class.

### 3) Third Day Observation

**Name of class : 11 UPW 1**

**Participant : Thirty six students**

**Time : Tuesday, September 20<sup>th</sup> 2016**

The researcher came to SMK N 6 Surakarta at 12.30 in the afternoon. Before observed the teaching and learning activities, the researcher met with English teacher Mrs.Ana to interview her. The teaching learning activities at 11 UPW 1 class started at 14.00 in the afternoon. The researcher sat at the back for making observation on the teaching and learning activities. The English class started the class by teacher with saying '*Basmalah*' then greeting '*Assalamualaikum, Good afternoon*'. As usual, the teacher always asks the student condition. She said "How are you today?". The students answered the questions by saying "Wassalamu'alaikum. Good afternoon Mom. We are wonderful"

Before the teacher satarted the main activities in the lesson, she gave stimulus first for the student. The teacher gave to the students two

of a little papers and calls them randomly. The teachers called four students to come forward. The students that were called by the teacher came to in front of the class calmly. Then the teacher asked them to be two groups and gave the paper for each group. The teacher asked the students to read and understand about the paper. The teacher gave five minutes to understand the paper, after they understand the paper, the teacher asked the students to practice the paper in front of the class. Then first group practiced the paper. They must practice the dialogue about the nurse and the visitors of hospitals. They acted very good and confidence. The second group practiced the paper too. They must be the student and the teacher. The second group practiced the acted very good. Actually, the teacher always gave the quiz for the students. The quiz that be played in the opening of class is related with the material that would be studying that day.

The quiz is be played by the students randomly. The students that played the quiz was chosen by the teacher. If there was a student that would not come forward to play the quiz, the teacher would give the punishment for he/she according to the other students wanted. So, every single meeting the students must be ready for their confidence and vocabularies to play game in opening of class. The students were very enthusiastic in the class.

In the main activity, The teacher asked the students by saying “have you ever gone countryside?” There was student answered by



saying “yes mom, I ever go to Malang”. Then some of them just answered “yes mom.” Then the teacher asked to them by saying “oke, when you goto countryside, what do you bring to help you find the city or location?” Then one of the students answered by using some maps or addres mom”. The teacher said “yes, it is the map. When we go to countryside or abroad, we use a map”. The teacher asked the students by saying “oke what the maps that you know?” Then some of tem answered by saying *world map, Indonesia map, Java map*. The teacher said that all of the answers of them were right. Then the teacher told that today they will study about the local map. It showed in the words

“yes students, I think all of you must be have known what is the map is, and how the shapes it, and what kinds of the map is. But, today we will study about local map it is the map that shows the location or part of the city”.

The students were very enthusiast to the teacher explanation. The class was very orderly. The teacher also gave the students they way to read the map and gave some directions to the other person that asked some place, address, or location of some places. In this section, the teacher tried to gave information about the map, it was the material that they would study today.

After gave stimulus to all students, the teacher gave the students a hand out for every single student. The hand out was a local map in one of city in te country. In the map there were some public places. They were hotel, cinema, town hall, etc. The map showed te street and way to go to the some public places. In this section, the teacher gave some explanation

again about some directions in the map. After that, the teacher asked to the students to made a group with their seatmate. The teacher asked to them to study the map, the location of the building and memorized the direction that they got. The teacher gave the students seven minutes to study and memorized the directions of the map.

After seven minutes, the teacher called the students randomly. One group consist of two or three students. In front of the class, the teacher asked to one of member the group to chose a lottery. The lottery is consist of the building or street or a location in the map. They were allowed to see the map that in the LCD that be showed by the teacher. One student acted as the tourist or visitor and the other student became the citizen that would show the direction. They had to made a dialogue more than three sentences every student. For the other students that had no turned yet, they had to pay attention to the students that practiced in front of the class. They must gave the commentaries to the students that had performance. They can gave comment about their pronunciation, vocabularies, or their eye rolling or expression. The commentator was chosen randomly to by the teacher or by volunteer. At this class, every single student had to spoke up, even the students that did not turn yet. After the first group are finished their performance, they may allowed to chose the other group to performance next. They chose randomly. It lesson ran well.

The teacher always gave some comment after the performance of every single group, or even just to be judge when the group that performance and the commentator were had some problems or difference opinions.

The next section, the teacher gave some evaluations to their performance and gave them about their pronunciation. The teacher gave approbation for the students' performance. The teacher asked to the students to improved their pronunciations skill and added their vocabularies. It aimed in order to when the students spoke up in front of the class or in front of public, they could spoke well. The students accepted the comment and suggestion from the teacher. The teacher also asked to the students to drilled their confidence by spoke up in front of the public or tried by their selves.

In the last section of teaching speaking skill, the teacher asked to the students to tried to spoke in English, the teacher also asked to the students to added their vocabulary in order to could spoke in English well. The teacher also asked to the students what the difficulties that they found in the material. After that, the teacher asked to the students to memorized about the directions and applied them in the daily communication with friends or English teacher or even for the tourists that they met in the tour.

After finishing the material the teacher closed teaching learning process by saying *Wassalammulaikum warahmatullahi wabarakatuh* and left the class.

#### 4) Fourth Day Observation

**Name of class** : 11 UPW 1

**Participant** : Thirty five students

**Time** : Thursday, September 22<sup>th</sup> 2016

The researcher came to SMK N 6 Surakarta at 09.00.am. Before observed the teaching and learning activities, the researcher met with student with best competence in 11 UPW 1 class and the others students with regular competence to interviewed them. They were Devi, Laila, Risma. The teaching learning activities at 11 UPW 1 class started at 09.30 in the afternoon. The researcher sat at the back for making observation on the teaching and learning activities. The English class started the class by teacher with saying '*Basmalah*' then greeted '*Assalamualaikum, Good afternoon*'. As usual, the teacher always asked the student condition. She said "How are you today?". The students answered the questions by saying "Wassalamu'alaikum. Good afternoon Mom. We are wonderful" Then the teacher asked their condition. After that, before started the main material, the teacher asked the students about the previous material. The previous material was about asking and giving direction from the map.

The next section was the teacher gave to the students two of a little papers and called them randomly. The teachers called six students to came forward. The students that called by the teacher was coming to in front of the class calmly. Then the teacher asked them to be two groups and gave the paper for each group. Every group has three members. The

teacher asked to the students to read and understood about the paper. The teacher gave five minutes to understood the paper, after they understood the paper, the teacher asked to the students to practiced the paper in front of the class. Then first group practiced the paper. They had to practiced the dialogue about the backpacker tourists and the employee of money changer. They acted very good and confidence. The second group practiced the paper too. They had to be the doctor and the patient and her brother. The second group acted very well. Actually, the teacher always gave the quiz for the students. It aimed to increased their ability in speaking English. The quiz that be played in the opening of class is related with the material that would be studying that day.

The quiz was be played by the students randomly. The students that played the quiz was chosen by the teacher. If there was a student that would not came forward to played the quiz, the teacher gave the punishment for he/she according to the other students wanted. so, every single meeting the students had to ready for their confidence and vocabularies to played game in opening of class. The students were looked very enthusiasm to do this section.

In the main activitiy, The teacher asked to the students by saying “I think all of you ever go to picnic or touring , right?”. Some of the students answered “Yes mom”. Then the teacher asked one or two of students to told their experiences when they had picnic or tour. There was Roby, the student that told his experience when he went to picnic. He

said he went to the Bali for a few day. He went there by bus and ship. He went there with his mother. Then the teacher asked to Robby by saying “Did you use tour guide to companied you and your mother to rounded of Bali?” Roby answered that he used the tour guide because he used travel agency. Then the teacher asked him what the language that the tour guide used. Robby answers that the tour guide used was Indonesian and Bali language. Then the teacher asked to the students by saying “For all of the students. Do you ever know the tour guide by using English?” The students said that they ever saw in the *Kraton Kasunanan Surakarta*. Then the teacher explained that they study about tour guide for today. It showed in the dialogue of the teacher when said “Oke class, today we will study about tour guide. are you ready?”

The next section the teacher gave a paper for the students the paper was about giving guiding as tour guide. The paper was about Round London Tour. The teacher divided the class became some groups. One group consists of five members. The teacher asked the students to studied the paper. They had to discussed the paper and then practiced the paper in front of the class. In the paper, the teacher gave some themes and the students chose one of the theme. Teacher gave ten minutes for the students to studied the paper.

The students had to acted as tour guide and tourist. The tour guide and the tourist had to actived in speaking. The number of their dialogue

influenced their score. So, they had to be active in speaking and make dialogues.

After ten minutes the students finished making the dialogue. The teacher asked them who wanted to be a volunteer that would be the first group that performed. The teacher always gave the best score for the first students who performed. The first group came forward. The first group chose the Round Moscow Tour. One of the members of the group became the tour guide and the other one acted as a tourist that was very active in asking. They looked very interested in their role. They played their role well. After the first group, the teacher gave the evaluation and gave some suggestions from them. Then the teacher asked them to choose another group to perform in front of the class. For the group that rejected the command of another group, they got punishment from the previous group. This section was going on very well until the last group.

The teacher always gave some comment after the students' performance every single group, or even just to be a judge when the group that performed and the commentator have a problem or different opinion.

The next section, the teacher gave an evaluation to their performance and pronunciations. The teacher gave approbation for the students' performance. The teacher asked the students to improve their pronunciation skills and add their vocabularies in order to speak up in front of the class or in front of public, they could speak well. The



teacher always said to the students to more study about the vocabulary in guiding , because they will practiced to be tour guide after that. The students accepted the comments and suggestions from the teacher. The teacher also asked to the students to drilled their confidence by spoke up in front of the public or tries by their selves.

In the last section of teaching speaking skill, especially in giving guiding as tour guide, the teacher asked to the students to drill their speaking skill, the teacher also asked to the students to added their vocabularies in order to could spoke English well. The teacher also asked to the students what the difficulties that they found in the material. After that, the teacher asked to the students to added their vocabularies about tour guide.

After finished the material the teacher closed teaching learning process by saying “Wassalammulaikum see you next time”and left the class.

##### **5) Fifth Day Observation**

**Name of class : 11 UPW 1**

**Participant : Thirty six students**

**Time : Saturday, Septembe 24<sup>th</sup> 2016**

At the fifth day observation, The researcher came to SMK N 6 Surakarta at 07.00.am. The teaching learning procces was stated at 07.30 am. The researcher sat at the back for making observation on the teaching and learning activities. The English class started the class by teacher with saying ‘*Basmalah*’ then greeted ‘*Assalamualaikum, Good afternoon*’.

As usual, the teacher always asked the student condition. She said “How are you today?”. The students answered the questions by saying “Wassalamu’alaikum. Good afternoon Mom. We are wonderful” Then the teacher asked their condition. After that, before started the main material, the teacher asked the students about the previous material. The previous material was about giving guiding as a tour guide.

The teacher gave to the students four of a little papers and calls them randomly. The teachers called four students to come forward. The students that called by the teacher came in front of the class calmly. Then the teacher asked them to be two groups and gave the paper for each group. Every group had two members. The teacher asked to the students to read and understood about the paper. The teacher gave three minutes to understood the paper, after they understood the paper, the teacher asked to the students to praticed the paper in front of the class. Then first group practiced the paper. They have to practiced the dialogue about the seller and buyer. They acted very good and confidence. The second group practiced the paper too. They have to be the doctor and the patient. The second group acted very good. The third group practiced the paper too. They acted looked real with their properties. The students were given the theme on the papers from the teacher and the they made a dialogue spontanly.

As usual, the teacher always gave the quiz for the students. It aimed to increased their ability in speaking English. The quiz that be

played in the opening of class was related with the material that would be studying that day. The quiz was be played by the students randomly. The students that played the quiz was chosen by the teacher. If there was a student that would not came forward to played the quiz, the teacher gave the punishment for he/she according to the other students wanted. So, every single meeting the students have to ready for their confidence and vocabulary to played game in opening of class. The students were looked very enthusiasm to do this section.

In the main activity, the teacher asked to the students by saying “Do you remember about our previous lesson?”. The students answered by saying “Yes mom. The last meeting we studeied about tour guide”. Almost al of the students remebered what they studied last meeting. Then the teacher asked to the students to remembered what do the things that they did when they would be tour guide. There was a student that answered the teacher and explained about what the important things that they had to do payed attention when they would be the good tour guide.

After giving stimulus for the students about the prvious lesson, the teacher asked to the students to searched their couple. They must had a couple to made a group. After they had a couple, the teacher gave a paper. One group had one paper. The teacher asked to the students to studied and understood the paper.

The paper was their tasks. The content of the paper was the theme that they had to did. The paper contain a tour area that they would

explained to the tourists. The teacher gave ten minutes to the students to discuss the dialogue or their explanation. Every group had to be a couple of tour guide, so they had to explain the tour area to the tourist. It needed a good communicating with the partner. The teacher let the students to go to Moke up. Moke up was the bus without machine that used to practice the guiding. It was equipped by the LCD and television or monitor to explain the tour place. So, in the Moke up made the students felt like a real tour guide.

After they entered the Moke up, the teacher called the students group by group and let them to do their act as a tour guide. The other students became tourists and had to give some questions or just some responses for the guide. Every word they spoke was given score by the teacher. The teacher sat in the back of Moke up. Every group was given five minutes to explain their tour place. They looked very internalized role. They played their role well.

The teacher gave some comment after the last performance. The teacher also gave suggestion and evaluations for their performance.

The next section, the teacher gave some evaluations to their performance and gave them about their pronunciations. The teacher gave approbation for the students' performance. The teacher asked the students to improve their pronunciations skill and added their vocabulary in order to speak up in front of the class or in front of public, they can speak well. The teacher always said to the students to more

studied about the vocabularies in guiding the teacher asked to the students to increased their knowledge of the local or foreign tour place. The students accepted the comment and suggestion from the teacher. The teacher also asked to the students to drilling their confidence by spoke up in front of the public or tries by their selves.

In the last section of teaching speaking skill, especially in tour guide, the students asked to the students to keep drilled their speaking skill. The teacher also asked to the students to added their vocabulary in order to could spoke in English well. The teacher also asked to the students what the difficulties that they found in the material. After that, the teacher asked to the students to added their vocabulary about tour guide.

After finishing the material the teacher closed teaching learning process by saying *Wassalammulaikum warahmatullahi wabarakatuh* and left the class.

## Appendices 2. Interview List

The reseacher interviewed the English teacher, Mrs. Ana. The English teacher is the key informant. The interview contained some question that related with teacher techniques in teaching English speaking.

**Time of interview : Friday 17<sup>th</sup> 2016, 8 am – 9 am**

**Place of interview : Lobby of SMK Negeri 6 Surakarta**

**Interviewer : The researcher**

**Interviewee : Mrs.Yuliana or Ana (the English teacher)**

### Interview

The researcher : *“Selamat pagi ibu, maaf mengganggu”*

Mrs. Ana : *“Selamat pagi. Iya mb mari duduk”*

The researcher : *“Begini buk, saya mau menanyakan beberapa hal tentang sekolah dan beberapa prestasi SMK 6 ini bu*

Mrs. Ana : *“Silahkan mb, mau bertanya tentang apa?”*

- The researcher : *“SMA N 86Surakarta merukan salah satu sekolah bertaraf internasional ya bu di Surakata ini*
- Mrs. Ana : *“Alhamdulillah mba, sejak tahun 2009 sekolahan ini memang dinobatkan menjadi sekolahan bertaraf Internasional.*
- The researcher : *“apa ada program khusus bu di sekolahan ini sehingga menjadikan sekolahan in menjadi sekolahan bertaraf internasional?”*
- Mrs. Ana : *“sebenarnya tidak ada program khusus mbak, tapi memang kita dari dulu sealu memprioritaskan pelajaran bahas Inggris untuk siswa mba.”*
- The researcher : *“jadi disini apakah juga ada program belajar khusus bahsa Inggris untuk siswa bu?”*
- Mrs. Ana : *“Sejauh ini kita hanya menggunakan guru dalam sekolahan saja mba, kita belum mengambil guru bahsa Inggris dari luar mbak, hanya saja memng kita memberikan tambahan jam bahsa Inggris untuk jurusan Usaha Perjalanan Wisata mba”*
- The researcher : *“Jadi apakah ada tekhnik kusus dalam mengajar bahasa Inggris di sekolahan ini bu terutama untuk jurusan Usaha Perjalanan wisata?”*

Mrs. Ana : *“Kita menyebut jurusan itu dengan sebutan UPW mba. Sebenarnya tidak ada teknik khusus dalam mengajar Bahasa Inggris mba. Tapi kita semua kan tau , kalo jurusan UPW itu selalu berhubungan dengan yang namanya Tour Giude. Mereka kan diharuskan menguasai Bahasa Inggris secara aktif mba. Saya hanya menerapkan di dalam kelas saya, siswa harus selalu aktif berbicara bahasa Inggris mba. Saya juga selalu memberikan quiz setiap kali masuk dalam kelas. Itu berguna untuk merangsang kemampuan bicara siswa mba, dalam kelas saya, saya menyebutnya dengan sebutan “Opera Stage” mba”*

The researcher : *“yang dimaksud dengan ”Opera Stage” sendiri apa bu?”*

Mrs. Ana : *“Jadi gini mba. Di dalam kelas saya itu, saya menganggapnya sebagai panggung. Saya selalu dan selalu meminta siswa untuk selalu aktif berbicara. Saya sering meminta siswa bahkan hampir setiap pertemuan, untuk memerankan sebuah karakter. Jadi mereka adlah artis-artis seperti yang ada di TV. Mereka harus percaya diri, berani bereskpresi, fasih dalam berbicara bahasa Inggris, dan bisa menjiwai peran atau memerankan peran dengan baik. Saya menerapkan hal itu di dalam kelas saya mba, karna saya ingin siswa SMK N 6 Surakarta ini tetap bisa menjadi*



*partner pertukaran pelajardengan sekolahan di Jerman mba”*

The researcher : *“Jadi disini ada program pertukaran pelajar juga bu?”*

Mrs. Ana : *“Disini ada program pertukaran pelajar mba dengan luar negri. Dulu memang pernah berhenti beberapa tahun mba karna beberapa faktor. Sekarang ingin digalakkan lagi intyuk siswa agar tetap bisa mempertahankan prestasi seperti ini mba.*

The researcher : *“apakah yang di ambil sebagai perwakilan siswa pertukaran pelajar itu di adakan seleksi atau lomba seperti itu bu?”*

Mrs. Ana : *“Dari pihak sekolahan memang selalu menyeleksi dan memilih siswa perwakilan secara teliti mba, karna kita juga tidak mau jika siswa tersebut tidak maksimal dalam menjalankan tugas atau belajar disana mba. Jadi dari pihak sekolahan selalu memilih siswa yang memang yang prestasinya membanggakan mba, diprioritaskan yang mempunyai kemampuan bahasa Inggris yang lebih bagus dari pada yang lain. Biasanya kita memilih siswa yang pernah ikut lomba LKS antar sekolahan mba.karna sebelum ikut lomba LKS kan mereka jugatelah diseleksi terlebih*

*dahulu mbak, jadi kemampuan siswa tersebut dalam berbahasa Inggris sudah tidak diragukan lagi mba.”*

The researcher : *“Biasanya perwakilannya dari jurusan apa bu?”*

Mrs. Ana : *“Biasanya kita mengambil dari Jurusan UPW mba, dan memang dari dulu selalu UPW yang menjadi perwakilan untuk pertukaran pelajar mba”*

The researcher : *“apa ada kurikulum khusus untuk jurusan UPW bu dibanding Jurusan lain??”*

Mrs. Ana : *“saya menggunakan kurikulum KTSP mbak untuk mengajar UPW mba. Saya hanya menerapkan kepada siswa untuk mencintai bahasa Inggris seperti Bahasa Indonesia.*

### **Interview List**

<b>Time of interview</b>	<b>:Thrusday, Sepetember20<sup>th</sup> 2016</b>
<b>Place of interview</b>	<b>: Teacher’s office of SK N 6 Surakarta</b>
<b>Interviewer</b>	<b>: The researcher</b>
<b>Interviewee</b>	<b>: Mrs. Ana/ Yuliana (the English teacher)</b>

### Interview result

- The researcher : *“Selamat pagi bu. Maaf mengganggu lagi”*
- Mrs. Ana : *“Selamat pagi mb. Iya mb tidak*
- The researcher : *“Saya mau menanyakan beberapa pertanyaan lagi bu”*
- Mrs. Ana : *“Silahkan mb”*
- The researcher : *“Untuk jurusan UPW di SMK 6 Surakarta in apa siswa juga ada pelajaran tambahan diluar jam KMB bu? ”*
- Mrs. Ana : *“tidak ada tambahan pelajaran diluar jam KMB mba, tapi sekolahan memang menyediakan ekstrakurikuler bagi siswa yang ingin memperdalam ilmu Bahasa Inggris mbak. Nama eksta kulikernya English Zone. Itu biasanya yang ikut mereka yang memang kurang aktif dalam berbicara bahasa Inggris, tetapi mereka aktif bahkan banyak berprestasi pun juga ikut mba. Karna terbuka untuk umum. Dan biasnya mereka hanya sharing dan saling membantu mbak. Kan di SMK ini ada program English Day mba. Itu diadakan tiap hari Rabu. Setiap hari rabu, seluruh warga sekolahan wajib berbicara menggunakan bahasa Inggris, kecuali ketika pelajaran Bahasa Jawa pada hari itu. Di English day ini siswa memang dituntut untuk berbicara Bahasa Inggris dimanapun mereka berada di lingkungan sekolah, meskipun ada di kantin sekalipun, mereka juga tetap menggunakan bahas Inggris. Terkadang ada guru yang ketika hari English Day, ketika ada siswa berbicara*

*menggunakan bahasa Indonesia, tidak akan ditanggapi oleh guru tersebut mba. Terlebih jika guru bahasa Inggris mba. Mekanay dalam kelas saya, saya selalu menekankan untuk selalu aktif apeak up. saya juga meminta mereka untuk selalu menambah vocab dengan berbicara bahas Inggris tiap hari. Meskipun hanya satu atau dua kata dalam sehari mba*

### **Interview List**

**Time of interview** : **Thrusday, Sepetember20<sup>th</sup> 2016**  
**Place of interview** : **In the lobby of SMK 6 Surakarta**  
**Interviewer** : **The researcher**  
**Interviewee** : **Devi (Students of 11 UPW 1)**

The researcher : *“ Selamat pagi dek. Maaf mengganggu sebentar. Boleh minta waktunya?”*

Devi : *“Selamat pagi kak. Iya kak tidak apa apa*

The researcher : *“Saya mau tanya dek. Adek kan saya lihat di kelas memang paling aktif ya. Adek suka dengan kelas Bahasa Inggris ya”*

Devi : *“Iya kak. Saya suka dengan pelajaran bahasa Inggris kak. Apalagi yang menjajar bu Ana. ”*

The researcher : *“memang apa yang membuat dek Devi suka kalo diajar bu Ana? ”*

Devi : *“Ya karna teknik mengjarnya beda mba dengan guru bahasa Inggris yang lain. Kan biasanya guru yang lain Cuma*

*menerangkan, memberi soal, tanya jawab. Sudah mba, Gurunya keluar, kita sudah lupa. Kalo bu Ana itu beda. Cara mengajar bu Ana itu seperti menjadikan bahasa Inggris itu memang bahasa yang kita butuhkan sehari-hari mba. Jadi meskipun sudah berminggu-minggu diajarkan, tetap saja teringang-ningang mba pelajarannya.*

### **Interview List**

<b>Time of interview</b>	<b>:Saturday, September 22<sup>th</sup> 2016</b>
<b>Place of interview</b>	<b>: In the lobby of SMK 6 Surakarta</b>
<b>Interviewer</b>	<b>: The researcher</b>
<b>Interviewee</b>	<b>: Laila (Students of 11 UPW 1)</b>

The researcher : *“Selamat pagi dek. Boleh wawancara sebentar dek. Namanya siapa?”*

Laila : *“pagi mba, saya Laila. Iya mba boleh tanya apa ya mbak”*

The researcher : *“adek suka ya dengan pelajaran bahasa Inggris?”*

Laila : *“Awalnya sih saya gak suka mba, tapi semenjak saya diajar sam Bu Ana, saya jadi semangat belajar mba. ”*

The researcher : *“Alasannya apa dek”*

Laila : *“Saya kan ikut ekstrakurikuler drama mba di sekolahan, semacam teater. Nah, saya kan suka bermain peran. Bahkan saya juga sering pemetasan drama seperti itu mba. nah, di kelas bu Ana kan sering ada quiz tiap pertemuan mba, di quiz itu kan sering ada bermain peran jadi doter lah jdi guru lah. Saya suka mba kalo disuruh akting sseperti itu. Makanya saya suka banget mba kalo pelajarannya Bu Ana mba”*

The researcher : *“Apa dari teknik belajar yang diajarkan bu Ana di kelas mempengaruhi juga pada prestasi adek di ekskul teather yang adek ikuti? ”*

Laila : *“Saya meraskan banyak mba dampaknya. Terlebih dampak positif. Dulu saya sering menolak kalo ada pentas drama di pesi pensi sekolahan elit mba. soalnya pasti dramanya pakai bahsa Inggris. Sya sering minder karna saya dulu bahasa Inggrisnya kacau mba. tapi, semenjak guru bahasa Inggrisnya diampu sama Bu Ana, saya jadi bisa berbicara bahsa Inggris mba. saya selalu ikut pensi drama bahasa Inggris mba. soalnya di kelas bu Ana, Bu Ana selau melatih berbicara bahasa Inggris mba.*

### Interview List

**Time of interview** : Saturday, September 22<sup>th</sup> 2016  
**Place of interview** : In the lobby of SMK 6 Surakarta  
**Interviewer** : The researcher  
**Interviewee** : Risma (Students of 11 UPW 1)

The researcher : *“Selamat pagi dek. Boleh wawancara sebentar dek. Namanya siapa?”*

Laila : *“pagi mba, saya laila mba. Iya mba boleh tanya apa ya mbak”*

The researcher : *“adek suka ya dengan pelajaran bahasa Inggris?”*

Laila : *“Awalnya sih saya gak suka mba, bhkan benci mba”*

The researcher : *“Alasannya apa dek kok bisa benci sama bahasa Inggris?”*

Laila : *“Soalnya bahasanya muter-muter mba. dibolak balik”*

The researcher : *“Tapi saya lihat adek ini lumayan fasih berbicara Bahasa Inggris dek. Itu kenapa benci?”*

Laila : *“Jadi gini mbak ceritanya. Kemarin pas kelas satu bahasa Inggrisnya yang ngampu bukan bu Ana. Tapi guru lain yang memang membosankan mbak. Cara mengajarnya cuma nulis terus. Speaking pun cuma menulis dan membaca mba. tapi*

*kelas dua ini beda mba. bu Ana selalu memberikan quiz tiap pagi. Saya pernah mba waktu itu saya gak mau maju untuk quiz, padahal saya yang dipilih bu Ana. Akhirnya saja diberihukuman sama teman-teman mbak. Hukumannya suruh nyanyi sambil joget di depan kelas mba. kan saya malu mba. mau maju tapi juga ga bisa bahasa Inggris, gak maju malah suruh jooget. Akhirnya saya joget mba terpaksa itu.*

The researcher : *“Lalu kok bisa suka sama bahasa Inggris dek?”*

Risma : *“Iya itu mba. saya ga mau terulang kedua kalinya mba. karna bu Ana selalu memberikan quiz kejutan di awal pelajaran, saya berusaha semampu saya buat menambah vocab dan melatih pronouncation saya mba. setelah kenal bahasa Inggris, saya malah jadi cinta mba. apalagi sring diajak chatting lewat facebok sama bule-bule. Suka banget mba kalo dipuji bahasa Inggris ku bagus.*



### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	<b>: SMK Negeri 6 Surakarta</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas / Semester</b>	<b>: XI / Gasal</b>
<b>Program Keahlian</b>	<b>: Usaha Perjalanan Wisata</b>
<b>Materi Pokok</b>	<b>: Personal Letter</b>
<b>Alokasi Waktu</b>	<b>: 5 x 2 JP</b>

#### A. Kompetensi Inti (KI)

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Kompetensi Dasar (KD)

- 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya
- 4.7. Menangkap makna teks surat pribadi.
- 4.8. Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### C. Indikator Pencapaian Kompetensi

- 3.5.1. Peserta didik dapat mengidentifikasi isi surat pribadi.
- 3.5.2. Peserta didik dapat mengidentifikasi kata kerja yang digunakan dalam surat pribadi.
- 3.5.3. Peserta didik dapat mengidentifikasi kosa kata dalam surat pribadi.
- 4.7.1. Peserta didik dapat melengkapi surat pribadi rumpang.
- 4.7.2. Peserta didik dapat menceritakan kembali isi sebuah surat pribadi.
- 4.8.1. Peserta didik dapat menyunting teks tulis berupa surat pribadi.
- 4.8.2. Peserta didik dapat membuat teks tulis berupa surat pribadi.

#### D. Tujuan Pembelajaran

- Pertemuan 1  
Melalui proses menyimak, menanya, mencoba/mengeksplorasi, mengasosiasikan dan mengkomunikasikan, peserta didik terampil menangkap makna dari teks surat pribadi dan menjelaskannya secara lisan (*telling letter*)
- Pertemuan 2  
Melalui proses menyimak, menanya, mencoba/mengeksplorasi, mengasosiasikan dan mengkomunikasikan, peserta didik terampil

menangkap makna dari teks surat pribadi tertulis dan menyampaikannya secara lisan. (*telling brochure*)

➤ Pertemuan 3

Melalui proses menyimak, menanya, mencoba/mengeksplorasi, mengasosiasikan dan mengkomunikasikan, peserta didik terampil menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi yang berisi tentang peta suatu tempat, serta terampil menggunakan ungkapan untuk menanyakan dan memberikan arah (*Asking for and Giving Direction*)

➤ Pertemuan 4

Melalui proses menyimak, menanya, mencoba/mengeksplorasi, mengasosiasikan dan mengkomunikasikan, peserta didik terampil menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi yang berisi *Itinerary*, serta terampil menggunakan ungkapan untuk menyampaikan *Itinerary* dalam sebuah perjalanan (*Tour*).

➤ Pertemuan 5

Melalui proses menyimak, menanya, mencoba/mengeksplorasi, mengasosiasikan dan mengkomunikasikan, peserta didik terampil menyunting dan menyusun kalimat dengan memperhatikan fungsi sosial, struktur kalimat, dan unsur kebahasaan yang benar dan sesuai konteks, dan menyampaikannya secara lisan. (*Tour Guiding*)

## E. Materi Pembelajaran

➤ Surat pribadi sederhana

➤ Fungsi Sosial

Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis.

Memberi informasi kepada teman

➤ Struktur

*Date / Salutation: Dear .... / Opening paragraph: Greetings* dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan /

*Content: Mengabarkan hal yang sudah / akan terjadi / Closing:*

Menutup surat dengan harapan untuk bertemu kembali / *Signature*

➤ Unsur kebahasaan:

- Kata dan tata bahasa baku
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- Rujukan kata
- *Simple Present, Simple Past*, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi
- *Asking for and Giving Direction*
- *Itinerary*

(Materi terperinci terlampir)

## F. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan I

- )
  - ❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
  - ❖ Mengajukan pertanyaan yang menantang dan memotivasi peserta didik. (Misal:
    - *Have you ever written a letter? If yes, is it in Bahasa Indonesia or English?*
    - *What kind of letter is it?*
  - ❖ Menyampaikan tujuan pembelajaran.
  - ❖ Menjelaskan kegiatan pembelajaran yang akan dicapai.
  - ❖ Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan dan tugas dalam pembelajaran.
- Kegiatan Inti(70')
  - ❖ Mengamati (15')
    - Peserta didik mendengarkan kaset yang diputarkan mengenai sebuah surat pribadi (*personal letter*).
    - Peserta didik melengkapi teks rumpang yang disajikan sesuai dengan kaset yang didengar dengan kata yang tepat. (*Task 1*)
    - Peserta didik mengidentifikasi kata kerja yang terdapat di dalam surat pribadi.
    - Peserta didik mengidentifikasi kosa kata yang terdapat di dalam surat pribadi.
  - ❖ Menanya (10')
    - Dengan bimbingan dan arahan guru, peserta didik menanyakan antara lain perbedaan menulis surat pribadi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
    - Peserta didik menanyakan arti kata dan makna dari surat yang telah didengar dan diamati.
  - ❖ Mengeksplorasi (15')
    - Peserta didik melakukan eksplorasi materi secara individual untuk memahami isi kaset yang didengar. (*Task 2*)
    - Peserta didik berkolaborasi dengan temannya untuk memahami isi kaset yang didengar dengan membuat kalimat tanya dari jawaban yang tersedia. (*Task 3*)
  - ❖ Mengasosiasi (15')
    - Peserta didik berkolaborasi dengan temannya untuk memahami isi teks dengan mendengarkan percakapan yang terkait dengan surat yang diperdengarkan sebelumnya. (*Task 4*)

- ❖ Mengomunikasikan (15')
  - Peserta didik menyampaikan hasil analisis tentang surat yang diperdengarkan secara lisan.
- Kegiatan Penutup (5')
  - ❖ Dengan bimbingan guru peserta didik menyimpulkan pembelajaran hari itu.
  - ❖ Memberikan umpan balik pembelajaran.
  - ❖ Menyampaikan rencana pembelajaran untuk waktu berikutnya.
  - ❖ Menugaskan peserta didik untuk mencari teks tentang surat pribadi (*personal letter*) dari sumber lain.

## Pertemuan II 2 JP

- Kegiatan Pendahuluan (10')
  - ❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
  - ❖ Guru mengulas singkat materi / kegiatan sebelumnya.
  - ❖ Guru menjelaskan kegiatan pembelajaran yang akan dicapai.
  - ❖ Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan dan tugas dalam pembelajaran.
  - ❖ Guru membagi siswa menjadi dua kelompok dan menyajikan 2 teks yang berbeda.
- Kegiatan Inti (70')
  - ❖ Mengamati(15')
    - Peserta didik mengamati teks yang disajikan yang berisi surat pribadi yang berisi *brochure* suatu tempat wisata (*Personal letter*).
    - Peserta didik mengamati bentuk surat pribadi yang terdapat di dalam bacaan.
    - Peserta didik mengamati ungkapan yang digunakan dalam surat pribadi.
  - ❖ Menanya (10')
    - Dengan bimbingan dan arahan guru, peserta didik menanyakan informasi tertentu dari teks yang disajikan. (Misalnya: beberapa arti kata tertentu dari bacaan)
  - ❖ Mengeksplorasi (15')
    - Peserta didik melakukan eksplorasi materi secara individual untuk memahami isi teks yang diamati. (*Task 1*)
    - Peserta didik berkolaborasi dengan teman kelompoknya untuk menjelaskan makna kata / ungkapan tertentu dari teks yang diamati. (*Task 2*)
    - Peserta didik berkolaborasi dengan teman kelompoknya untuk melengkapi kalimat berdasarkan informasi yang ada dalam teks yang telah diamati. (*Task 3*)
  - ❖ Mengasosiasi (15')

- Peserta didik berkolaborasi dengan teman kelompoknya untuk memahami isi teks dengan menjawab pertanyaan yang tersedia.
- ❖ Mengomunikasikan (15')
  - Peserta didik menyampaikan hasil analisis tentang surat pribadi secara lisan.
  - Peserta didik saling membandingkan hasil analisis dari masing-masing teks.
- Kegiatan Penutup (10')
  - ❖ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
  - ❖ Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
  - ❖ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

### Pertemuan III – 2 JP

- Kegiatan Pendahuluan (10')
  - ❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
  - ❖ Guru mengulas singkat materi / kegiatan sebelumnya.
  - ❖ Guru menjelaskan kegiatan pembelajaran yang akan dicapai.
  - ❖ Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan dan tugas dalam pembelajaran.
- Kegiatan Inti (70')
  - ❖ Mengamati(10')
    - Peserta didik mengamati teks yang disajikan yang berupa surat pribadi yang berisi peta / *map* suatu tempat.
    - Peserta didik mengamati peta / *map* terdapat di dalam surat.
    - Peserta didik mengamati dan mempelajari ungkapan tentang menanyakan dan menunjukkan arah (*Asking for and Giving Direction*).
  - ❖ Menanya (10')
    - Dengan bimbingan dan arahan guru, peserta didik menanyakan informasi tertentu dari teks yang disajikan. (Misalnya: beberapa arti kata tertentu dari bacaan dan ungkapan yang ada)
  - ❖ Mengeksplorasi (15')
    - Peserta didik melengkapi percakapan tentang menanyakan dan menunjukkan arah (*Asking for and Giving Direction*) dengan kata/frasa yang tersedia (*Task 1*)
  - ❖ Mengasosiasi (15')

- Peserta didik kembali mengamati peta / *map* dari teks dan melengkapi percakapan dengan kalimat sendiri berdasarkan peta / *map* (*Task 2*)
- ❖ Mengomunikasikan (20')
  - Peserta didik bekerjasama secara berpasangan membuat percakapan singkat berdasarkan situasi yang diberikan, dan mendemonstrasikannya di depan kelas (*Task 3*).
- Kegiatan Penutup (10')
  - ❖ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
  - ❖ Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
  - ❖ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

#### Pertemuan IV – 2 JP

- Kegiatan Pendahuluan (10')
  - ❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
  - ❖ Guru mengulas singkat materi / kegiatan sebelumnya.
  - ❖ Guru menjelaskan kegiatan pembelajaran yang akan dicapai.
  - ❖ Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan dan tugas dalam pembelajaran.
- Kegiatan Inti (70')
  - ❖ Mengamati(10')
    - Peserta didik mengamati teks yang disajikan yang berupa surat pribadi yang berisi *extract from a brochure of guided tours (Round London Tour)*.
    - Peserta didik mengamati teks yang disajikan yang dialogue antara guide tourist yang membicarakan tentang *extract from a brochure of guided tours (Round London Tour)*.
    - Peserta didik mengidentifikasi kosakata dan ungkapan yang digunakan dalam yang digunakan dalam dialogue .
  - ❖ Menanya (10')
    - Dengan bimbingan dan arahan guru, peserta didik menanyakan informasi tertentu dari teks yang disajikan. ( Misalnya: beberapa arti kata tertentu dari bacaan)
  - ❖ Mengeksplorasi (10')
    - Peserta didik mempelajari ungkapan-ungkapan yang digunakan *guide* dalam menjelaskan *itinerary* kepada *tourist*.
    - Peserta didik mempelajari ungkapan-ungkapan yang digunakan *tourist* dalam menanggapi *itinerary* dari *guide*.
  - ❖ Mengasosiasi (10')
    - Peserta didik berkolaborasi dengan teman dalam suatu kelompok yang terdiri dari 4 / 5 orang untuk membuat

percakapan sesuai model yang diberikan dengan memilih salah satu dari *extracts* yang disajikan.

- ❖ Mengomunikasikan (30')
  - Peserta didik mendemonstrasikan percakapan di depan kelas berdasarkan kelompok yang telah ditentukan.
- Kegiatan Penutup (10')
  - ❖ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
  - ❖ Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
  - ❖ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

#### Pertemuan V– 2 JP

- Kegiatan Pendahuluan (10')
  - ❖ Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
  - ❖ Guru mengulas singkat materi / kegiatan sebelumnya.
  - ❖ Guru menjelaskan kegiatan pembelajaran yang akan dicapai.
  - ❖ Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan latihan dan tugas dalam pembelajaran.
- Kegiatan Inti (70')
  - ❖ Mengamati(15')
    - Peserta didik mengamati teks yang disajikan berupa surat pribadi (*Personal letter*).
    - Peserta didik mengamati dan mereview *Simple Present Tense* dan *Simple Past Tense* yang terdapat dalam surat pribadi (*Personal letter*).
  - ❖ Menanya (5')
    - Dengan bimbingan dan arahan guru, peserta didik menanyakan informasi tertentu dari teks yang disajikan. (Misalnya: perbedaan penggunaan bentuk kata kerja dalam kalimat)
  - ❖ Mengeksplorasi (15')
    - Peserta didik melakukan eksplorasi materi secara individual dengan menyusun kembali paragraph acak menjadi sebuah surat pribadi yang tepat. (*Task 1*)
    - Peserta didik melakukan eksplorasi materi secara individual dengan melengkapi kalimat menggunakan bentuk kata kerja yang tepat sesuai dengan waktu kejadiannya. (*Task 2*)
  - ❖ Mengasosiasi (25')
    - Peserta didik berkolaborasi secara berpasangan untuk memahami penggunaan *Tenses* yang tepat dengan melengkapi surat pribadi rumpang dengan bentuk kata kerja yang tepat sesuai dengan waktu kejadiannya. (*Task 3*)

- Peserta didik membuat surat pribadi secara individual berdasarkan situasi yang disajikan. (*Task 4*)
- ❖ Mengomunikasikan (10')
  - Peserta didik membandingkan surat pribadi masing-masing.

## F. Penilaian, Remedial, dan Pengayaan

### ➤ Jenis/Teknik Penilaian

- ❖ Pengetahuan : test tertulis
- ❖ Keterampilan : praktik *speaking*
- ❖ Skor nilai pengetahuan =  $(\text{Jumlah betul} : \text{Jumlah soal}) \times 100 =$   
.....
- ❖ Instrumen Penilaian *Speaking*

No	Nama Siswa	Aspek Penilaian				Total Score	Nilai Akhir
		Content	Grammar	Performance	Fluency		
1							
2							
3							



KRITERIA	SKOR	KRITERIA	INDIKATOR
Content	85 – 100	Very good	Pesan tersampaikan sesuai permintaan
	70 – 84	Good	Pesan tersampaikan dengan sedikit perubahan
	50 – 69	Fair	Pesan kurang sesuai dengan permintaan
	0 – 49	Poor	Pesan yang disampaikan berbeda dengan permintaan
Grammar	85 – 100	Very good	Pesan disampaikan dengan tata bahasa yang benar
	70 – 84	Good	Pesan disampaikan dengan sedikit kesalahan tata bahasa
	50 – 69	Fair	Pesan disampaikan dengan tata bahasa kurang tepat
	0 – 49	Poor	Pesan disampaikan dengan banyak kesalahan tata bahasa
Performance	85 – 100	Very good	Sikap dan postur tubuh yang sesuai, suara jelas dan lantang, dan dapat menarik perhatian penonton
	70 – 84	Good	Sikap dan postur tubuh cukup baik, suara jelas, kurang menarik
	50 – 69	Fair	Sikap dan postur tubuh kurang baik, suara kurang jelas
	0 – 49	Poor	Sikap dan postur tubuh kurang baik, suara pelan dan tidak jelas
Fluency	85 – 100	Very good	Pesan disampaikan dengan lancar
	70 – 84	Good	Pesan disampaikan dengan sedikit hambatan (1-5)
	50 – 69	Fair	Pesan disampaikan dengan terbata-bata
	0 – 49	Poor	Pesan dibacakan

- **Instrumen Penilaian Pengetahuan** (Terlampir)
- **Remedial** (Terlampir)
- **Pengayaan** (Terlampir)

**G. Media/Alat, Bahan, dan Sumber Belajar**

- Media / Alat : laptop / PC, tape recorder, teks, kaset, white board, buku dan alat tulis
  - Sumber Pembelajaran : *General English Elementary*, Sebelas Maret University  
Language Center, halaman 16 – 17  
*Forward for Vocational School Grade XI*, Shyla K Lande & Eka Mulya Astuti, 2014, halaman 76 – 90  
Brosur (Dinar Hadi *Batik Museum*)  
*The Sadrina Project*, Bahasa Inggris  
Pariwisata, BBC English by television, halaman 28, 138 – 139  
*English Tourism*, Pre-Intermediate  
Students' Book, Iwonna Dubicka & Margaret O'Keeffe, hal 77
- 2016  
a.n. Kepala Sekolah  
WKS 1
- Surakarta, Agustus  
Guru Mata Pelajaran,
- Abdul Muslim, SPd  
Hadiastuti, SPd  
NIP. 19730903 200701 1 013  
199003 2 007
- Yuliana Endang  
NIP. 19670520

## **LAMPIRAN (Handout)**

### **PERTEMUAN 1**

#### **Personal letter**

**72 Newton Drive  
London SW6  
3<sup>rd</sup> October**

Dear David

How are you? I'm fine. I'm in London, at the International School of English. I'm in class 3 with eight other students. They're all from different countries - Spain, France, Japan, Argentina, Switzerland, and Thailand. Our teacher's name is Peter Briscall. He's very nice. He's funny and he's a very good teacher.

My new address is at the top of the letter. I'm with an English family, the Browns. Mr and Mrs Brown have three children. Thomas is fourteen, Catherine is twelve, and Andrew is seven. They are all very friendly, but it isn't easy to understand them!

London is very big and very interesting. The weather is cold but sunny, and the parks are beautiful! Hyde Park, Green Park, and St. James' Park are all in the centre. It isn't easy to use the underground, but I understand it now. It's very expensive!

English food is OK, but the coffee is horrible! Write to me soon.

Love, Paola

P.S. Is my English OK?

### **PERTEMUAN 2**

#### **Personal letter with brochure**

**9 Manyar Street  
Surakarta 57143  
3<sup>rd</sup> September**

Dear Sachiko,

I want to thank you so much for staying at your house last holiday. I really had a wonderful time in your country. I want to share my exciting experience with you. What do you think if you visit my country and stay at my house? I would like to show you a batik museum in my town. I copy this brochure for you.

*Danar Hadi* Batik Museum **features** the history of batik through colours and motifs that produce **stunning** batik cloths. It houses 600 ancient to contemporary batik pieces, each of them comes in beautiful styles and silkiness. There is *Keraton* batik, whose individual style describes a local story and contains several meanings, also unique motifs resulting from the combination of foreign stories and traditional batik design. Visitors can learn how people's day-to-day activities have shaped different varieties of batik. Visitors can also watch the making of hand-made batik and printed batik and their dyeing process at the *Danar Hadi* Batik Factory.

Opening Hours

Daily 09:00 -15:30

Rp. 15,000  
17<sup>th</sup> of August &  
Rp. 7,000

Islamic Public Holidays Closed  
**valid** student ID)

Admission fee

Public

Students

(by showing a

Letter 2

Gang Buntu No 35  
Pondok Cabe, Jakarta  
3<sup>rd</sup> September

Dear Ling Ling,

I want to thank you so much for staying at your house last holiday. I really had a wonderful time in your country. I want to share my exciting experience with you. What do you think if you visit my country and stay at my house? I would like to show you my hometown. I copy this brochure for you.

### ENJOY THE **ETHNIC** FLAVOUR

Visiting Jakarta, you must try the local **cuisine**. Below are the tips and recommendations.

#### EAT TO YOUR CONTENT

Forget about the diet and eat your heart out! Try the **well-known** *Sop Buntut* (Oxtail Soup)! It is a bony and juicy meat which is slowly cooked in rich soup mixed with sliced potatoes, carrots, and tomatoes and served with rice and *emping* crackers. Yummy!

#### HEALTHY VEGETABLES

For vegetarians, you are lucky because you can **savour** a plate of *Gado-gado*. It is an Indonesian salad which consists of a mixture of vegetables presented in thick peanut sauce dressing. Also, those who are concerned with their health can try *Sayur Asem*, a starter consisting vegetables, peanuts, and corn in slightly sour soup or get a small plate of *Lalapan* – raw vegetables which can be eaten on its own or dipped with *Sambal Terasi* for that zing!

#### GO LOCAL

Brave the human traffic and join the local eating food served by authentic street **hawkers**.

Are you interested? Let me know if you are. I hope I'll see you this holiday.

Thanks again.

Love, Munaroh

### PERTEMUAN 3 – *Speaking skill*

#### Giving direction by map

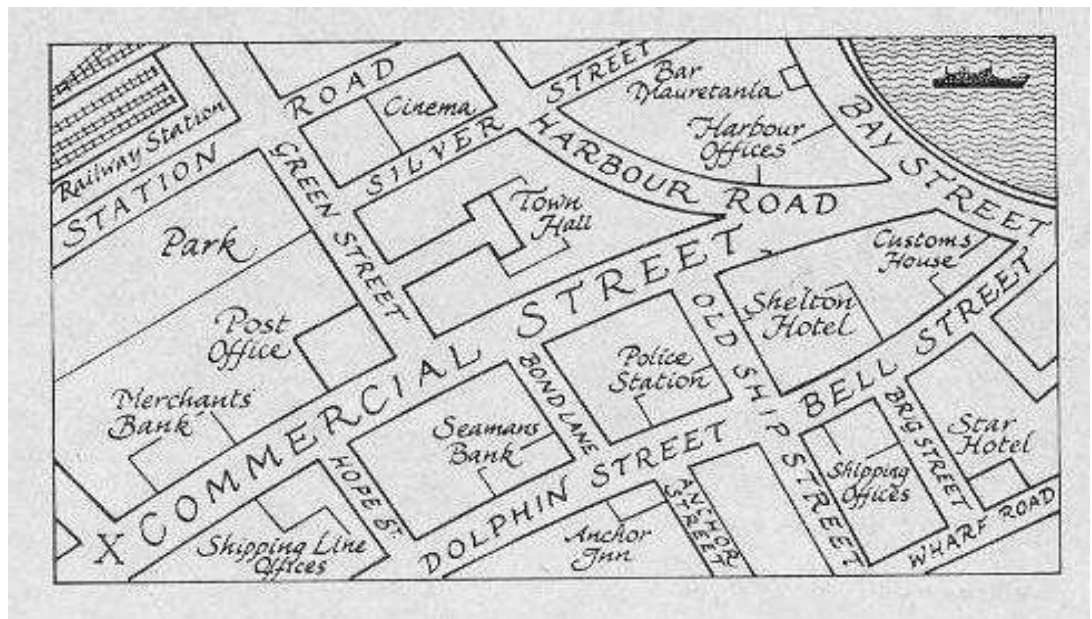
14 Silver Street

Singapore

3<sup>rd</sup> September

Dear Wayan,

How are you? I'm fine. I'm glad to know that you're going to visit my country this holiday. Here I give you the map you want.

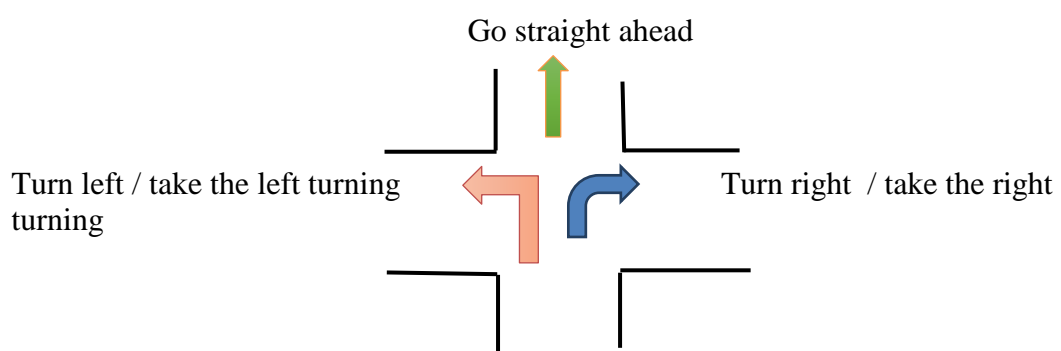


Do drop in to my house. I would be happy to accompany you going around my city. Don't forget to call me when you arrive.

Your friend, Jarjit

### EXPRESSIONS OF ASKING AND GIVING DIRECTION

Asking The Way	Giving Direction
Excuse me, could you tell me the way to the post office, please?	Well, it's in Jendral Sudirman Street. Go along this street and turn left at the roundabout. The post office is on the left.
Excuse me, I'm a new here. Can you show me how to get to Aston Hotel, please?	Sure, walk down this street until you find an intersection and turn right. Go straight ahead for about 100 meter, you will find the hotel on your right.
Excuse me, do you know where Siloam Hospital is?	Sorry, I'm a stranger here.



## PERTEMUAN 4 – Speaking Skill

### Giving direction as tour Guide

Dear Dewa,

How are you? I'm having a fantastic time in England, but sadly the holiday finishes tomorrow and I'm flying back to Semarang. I enjoyed an impressive London tour yesterday. See this extract from a brochure of guided tours of London.

#### ROUND LONDON TOUR

Coach leaves from outside Park Hotel, Kensington, 10.00 daily, not Sundays.

Tour duration: 5 hours (return Park Hotel 15.00)

Marble Arch – Oxford Street – Trafalgar Square (20 minutes) – Westminster Abbey (45 minutes) – lunch in riverside pub – Tower of London (1 hour) – City of London – Buckingham Palace (20 minutes)

What are you doing for your holidays this year? I'll phone you when I get home.

All the best, Dewi

**Dialogue** (A tour guide is explaining the itinerary based on the extract from a brochure of Dewi's letter.)

Guide : Good morning ladies and gentlemen. How are doing? Did you sleep well last night? Are you ready to have the tour today? Well, welcome to the 'Round London Tour'. We will stop at four tourism spots today to allow you to do some sightseeing and to take photographs. We will be stopping in Trafalgar Square, at Westminster Abbey, at the Tower of London, and outside Buckingham Palace. Please ask me any questions you like. I hope you enjoy the tour.

Tourist 1 : How long does the tour last?

Guide : 5 hours, sir, so we will get back at 3 p.m.

Tourist 2 : Are we going to stop for lunch?

Guide : Sure. We will stop at riverside pub for lunch.

Tourist 2 : What can we have there?

Guide : We can enjoy traditional food, that is roast meat, either beef, lamb, chicken, or pork, with potatoes, vegetables, and gravy.

Tourist 3 : How long are we going to stop at the Tower of London?

Guide : One hour, ma'am.

Tourist 3 : Are we allowed to take photographs inside?

Guide : Yes, of course. You will see many flightless ravens settled at the tower and the collection of armour in it.

Tourist 1 : How about the Buckingham Palace? Are we allowed to take photographs inside, too?

Guide : I'm afraid not, sir. We just do sightseeing outside the palace.

### NOTE

Suppose you are a tourist who arrived late and did not hear the guide's information. Here are some useful questions to ask about guided tours.

- When does the coach leave?
- When do we get back?, etc

And when the coach stops at a famous or interesting place, you may want to ask questions like:

- When was it built?
- What is it used for?
- How much longer have we got here?
- Could we spend a little longer here? We haven't quite finished looking around., etc

**Task** In a group of four, make a conversation like the dialogue above using one of the extracts from brochures below, then demonstrate in front of the class.

4. SOLO CITY TOUR

Coach leaves from The Sunan Hotel, Solo, 10.00, not Sundays

Tour duration : 5 ( return The Sunan Hotel 15:00)

Kampung Batik Laweyan (45 hour) – Kasunanan Palace (30 minutes) – lunch in Galabo – Pasar Gede (the biggest traditional market – 30 minutes) –

Triwindu Antique Market (45 minutes) – Mangkunegaran Castle (30 minutes)

5. ROUND MOSCOW TOUR

Coach leaves from Hyatt Hotel, Moscow, 10.00, not Sundays

Tour duration : 5 ( return Hyatt Hotel 15:00)

Moscow Kremlin (45 hour) – Saint Basi'sl Cathedral (45 minutes) – lunch in a restaurant nearby – Red Square ( 20 minutes) – Gorky Park (20 minutes) – Pushkin Museum (45 minutes)

6. ROUND SEOUL TOUR



Coach leaves from Royal Hotel, Seoul, 10.00, not Sundays  
Tour duration : 5 ( return Royal Hotel 15:00)  
Gyeongbokgung (30 hour) – Changdeokgung (30 minutes) – Seoul Tower  
(city view and lunch in a restaurant – 1 hour) – Myeong-dong( 1 hour)

## **PERTEMUAN 5**

### **To be a tour Guide**

The students have act to be tour guide. they have make a couple with their partner to be tour guide. they guide the torists in the bus before arrived in the tour place.

The tour place are

19. Prambanan Temple
20. Borobudor Temple
21. Suku Temple
22. Cetho temple
23. Grojogan Sewu
24. Sarangan Lake
25. Gajah Mungkur
26. Solo Edu Park
27. Balekambang Park
28. Pok Tunggal Beach
29. Siung Beach
30. Indrayanti Beach
31. Baron Beach
32. Jogan Beach
33. Sundak Beach
34. Krakal Beach
35. Gelatik Cave
36. Seropan Cave

**Photograph**



**Teaching learning precces**



**Students team work make dialogs**



**Students practice the dialog in front of the class by group**



**The researcher interviews the student and teacher**



**The students practice as a tour guide in the “Moke Up”**